

Music, Dance and Drama

for Rwanda Secondary Schools

Teacher's Guide

Senior One

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FOREWORD

Dear Music teacher,

Rwanda Education Board is honoured to present Music teacher`s guide for Senior One which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Music subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers` pedagogical approaches, the assessment strategies and the instructional materials available.

We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.

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- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
 - Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
 - Support and facilitate the learning process by valuing learners' contributions in the class activities.
 - Guide learners towards the harmonization of their findings.
 - Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher`s guide is self-explanatory so that you can easily use it. Even though this teacher`s guide contains the answers for all activities given in the learner`s book, you are requested to work through each question and activity before judging learner`s findings.

I wish to sincerely extend my appreciation to REB staff who organized the editing process of this teacher`s guide. Special gratitude also goes to lecturers, teachers, illustrators and designers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next edition.

Dr. NDAYAMBAJE Irénée
Director General, REB

ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in editing process of this Music teacher`s guide for Senior One. It would not have been successful without their active participation.

Special thanks are given to those who gave their time to read and refine this textbook to meet the needs of competence based curriculum. I owe gratitude to different Universities and schools in Rwanda that allowed their staff to work with REB to edit this book. I therefore, wish to extend my sincere gratitude to lecturers, teachers, illustrators, designers and all other individuals whose efforts in one way or the other contributed to the success of this edition.

Finally, my word of gratitude goes to the Rwanda Education Board staff particularly those from Curriculum, Teaching and Learning Resources Department who were involved in the whole process of editorial work.

Joan Murungi,
Head of CTRLD



TABLE OF CONTENTS

FOREWORD	iii
ACKNOWLEDGEMENT	v
UNIT 1: MUSIC LANGUAGE.....	1
1.1. Music staff	8
1.2. The treble clef.....	10
1.3. The treble staff	12
1.4. The music notes	13
1.5. Duration of notes.....	15
1.6. Notes and rests	17
1.7. The rhythm names	19
1.8. Note grouping.....	21
1.9. Alternative words	22
1.10. Notation	24
1.11. Translating symbols to sol-fa notes	26
1.12. Translation of sol-fa notes to staff symbols	27
UNIT 2: SOL-FA RESPECTING SIMPLE TIME SIGNATURES	35
2.1. The musical staff.....	46
2.2. The staff rhythm symbols.....	48
2.3. Simple Time Signature	49
2.4. Singing melodies to sol-fa with $\frac{2}{4}$ time signature.....	50
2.5. Singing melodies to sol-fa with $\frac{3}{4}$ time signature.....	52
2.6. Singing melodies to sol-fa with $\frac{4}{4}$ time signature.....	54
2.7. Rests in $\frac{2}{4}$ time signature	55
2.8. Rests in $\frac{3}{4}$ time signature	56
2.9. Rests in $\frac{4}{4}$ time signature	57
2.10. Singing melodies to sol-fa respecting note values, rests, time signatures and bar lines.....	59
2.11. Singing melodies to sol-fa, respecting note values, rests, $\frac{4}{4}$ time signature and bar lines.	61

2.12. Singing melodies to sol-fa observing	63
UNIT 3: INTRODUCTION TO DRAMA.....	72
3.1. Composition and acting.....	75
3.2. Types of drama: Tragedy	76
3.3. Comedy.....	77
3.4. Tragicomedy.....	78
3.5. Play for Development Theatre	79
3.6. Elements of drama	81
3.7. Plot.....	81
3.8. Theme	83
3.9. Characters.....	83
3.10. Spectacle	85
3.11. Staging in drama	85
UNIT 4: COMPOSING AND PERFORMING SKETCHES	
IN KINYARWANDA.....	87
4.1. Composing sketches	90
4.2. Compose sketches relating to love and faith.....	92
4.3. Compose sketches relating to love and faith.....	93
4.4. Compose a sketch relating to Education.	94
4.5. Compose a story in Kinyarwanda related to education.	96
4.6. Compose a sketch relating to peace building.....	97
4.7. Composing a sketch in relation to peace building.	98
4.8. Compose a sketch relating to Drug Abuse.	99
4.9. Compose a sketch in Kinyarwanda	100
4.10. Composing a sketch in Kinyarwanda related to sexuality.....	101
4.11. Composing a sketch in Kinyarwanda relating to alcoholism and delinquency juvenile.	102
4.12. Composing a sketch in Kinyarwanda related to alcoholism and delinquency juvenile.	103
REFERENCE	105

Unit

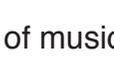
1

MUSIC LANGUAGE

CONTENT MAP

Items	Unit One: MUSIC LANGUAGE.
Number of lessons.	12 periods.
Introduction.	In this unit, we are going to learn the music language. In the music language we have the following terms: music stave, music staff, treble clef, treble staff, music notes, note values, notes and rests, rhythm names, note grouping, alternative words, notation, translation of music symbols to sol-fa notes and translation of sol-fa notes to staff symbols. We are going to learn how to use the above terms. How to analyse and interpret them.
Classroom organisation.	Whole class orientation, then group work and individual work.
Equipment required.	<ul style="list-style-type: none"> ▲ Pencil. ▲ Exercise books. ▲ Music manuscript books. ▲ Learner's textbook, Senior One. ▲ Ruler. ▲ Rubber. ▲ Keyboard.
Activities	<ul style="list-style-type: none"> ▲ Self-discovering by working out all the activities in the Learner's Book, Senior One. ▲ Individually drawing the music staff. Refer to the Learner's Book, Senior One Activity 1.3 on page 7. ▲ Placing the treble clef on to the staff. Refer to the Learner's Book, Senior One Activity 1.3 on page 7.

- ▲ Naming music notes one by one. (**Semibreve, minim, crotchet, quaver, semibreve, demi-semibreve and hemi-demi-semibreve**). Refer to the Learner's Book, Senior One on page 8, Activity 1.4.
- ▲ Individually drawing the symbols of music notes. Refer to the Learner's Book, Senior One, and Activity 1.4 on page 8.
- ▲ Identifying values of music notes by acting in groups of four. Refer to the Learner's Book, Senior One Activity 1.11 on page 22.
- ▲ Comparing values of the music notes. (**Semibreve, minim, crotchet, quaver, semibreve, demi-semibreve and the hemi-demi-semibreve**). Refer to page 22.
- ▲ Identifying notes and their equivalent rests. Refer to the Learner's Book, Senior One on pages 25-26.
- ▲ Individually drawing the rests. Refer to the Learner's Book, Senior One pages 26 – 27 on Activity 1.14 and 1.15.
- ▲ Studying and analysing how rests are written on the staff. Refer to the Learner's Book, Senior One page 28 and Activity 1.16 and exercise 3.
- ▲ Matching rhythm symbols to rhythm names. Refer to the Learner's Book, Senior One Activity 1.17 on page 29.
- ▲ Grouping shorter notes into a crotchet beat. Refer to the Learner's Book, Senior One Activity 1.19 and exercise 3, and on pages 28 – 35.
- ▲ Giving the alternative words of names of music notes. Refer to the Learner's Book, Senior One Activity 1.22 and exercise 4 on pages 36-32.
- ▲ Singing the song "What is notation?". Refer to the Learner's Book, Senior One, Activity 1.23 on page 39.
- ▲ Notating rhythms using the same and different note values. Refer to the Learner's Book, Senior One, examples 1 – 5 on pages 41 – 43.

	<ul style="list-style-type: none"> ▲ Clapping, reciting and composing rhythms in groups. Refer to the Learner's Book, Senior One, Activities 1.24, 1.25, 1.26, 1.27, and 1.28 on pages 41 – 43. ▲ Placing or notating music notes on to the staff. Refer to the Learner's Book, Senior One on pages 47- 51. ▲ Singing staff symbols to sol-fa notes. Refer to the Learner's Book, Senior One, on pages 48-53.
Competencies practised.	<ul style="list-style-type: none"> ▲ Identifying and drawing the music staves. (The music great stave and the music staff). Refer to the Learner's Book, Senior One and from pages 4- 5, Activity 1.2. ▲ Identifying the difference between a great stave and a staff. ▲ Identifying and drawing a treble clef and a treble staff. Refer to the Learner's Book, Senior One on pages 10 – 11. ▲ Counting and numbering lines and spaces onto the staff. Refer to the Learner's Book, Senior One and pages 5 – 6. ▲ Identifying, naming, drawing and shading shapes of music notes. (). Refer to the Learner's Book, Senior One on pages 12 – 13. ▲ Identifying values of music notes. Refer to the Learner's Book, Senior One, page 19 ▲ Observing, studying, analysing, drawing and writing notes and rests on to the staff. Refer to the Learner's Book, Senior One, pages 26 – 27. ▲ Identifying, naming and drawing rests. Refer to the Learner's Book, Senior One, page 28. ▲ Using rhythm names to perform rhythmic passages. Refer to the Learner's Book, Senior One, on pages 30 – 31.

	<ul style="list-style-type: none"> ♣ Note grouping. Refer to the Learner's Book, Senior One, pages 34 – 35. ♣ Naming music symbols with the alternative words. Refer to the Learner's Book, Senior One, on pages 41 – 43. ♣ Notating rhythms using notes with same and different values. Refer to the Learner's Book, Senior One, on pages 41 – 38. ♣ Clapping, reciting and composing rhythms. Refer to the Learner's Book, Senior One. Refer to the Learner's Book, Senior One, Activities 1.14 – 1.19, on pages 43 – 45. ♣ Translating staff melodies into sol-fa melodies. Refer to the Learner's Book, Senior One, on pages 26 – 33. ♣ Translating sol-fa melodies to staff melodies. Refer to the Learner's Book, Senior One, on pages 51 - 55.
Language practice	<ul style="list-style-type: none"> ♣ Reciting lyrics of songs. ♣ Memorising the lyrics of songs. ♣ Acting skits dramatically.
Vocabulary Acquisition	<ul style="list-style-type: none"> ♣ Great stave/grand staff ♣ Treble ♣ Clef ♣ Treble clef ♣ Treble staff ♣ Music notes ♣ Note values ♣ Rest ♣ rhythm names ♣ Fixed pitch names ♣ Note grouping

	<ul style="list-style-type: none"> ▲ Alternative words ▲ Notation ▲ Staff symbols ▲ Sol-fa notes ▲ Sol-fa notation ▲ Staff notation ▲ Rhythm passage ▲ Melody
Numeracy	<ul style="list-style-type: none"> ▲ Identifying values of music notes. ▲ Comparing values of different music notes. ▲ Counting and numbering lines and spaces onto the staff. ▲ Number of fixed pitch names. ▲ Number of beats in songs.
Study skills	<ul style="list-style-type: none"> ▲ Composition ▲ Singing ▲ Communication ▲ Acting ▲ Listening ▲ Analysis ▲ Interpreting ▲ Observation
Learning outcomes	<ul style="list-style-type: none"> ▲ Identifying shapes and values of music notes. ▲ Identifying the pitch of the music notes on the staff.
Cross-cutting issues	<ul style="list-style-type: none"> ▲ Genocide: Incorporated in the song “The same before God”. Refer to the Learner’s Book, Senior One on page 29, Activity 1.17.

	<ul style="list-style-type: none"> ▲ Citizenship and Nationality: In the Rwandan patriotic song. ” Refer to the Learner’s Book, Senior One, on pages 22, Activity 1.11. ▲ Peace and Unity: Incorporated in the song same before God. Refer to the Learner’s Book, Senior One, page 29, Activity 1.17. ▲ Environment: Incorporated in the song “The same before God”. Refer to the Learner’s Book, Senior One, page 29, Activity 1.17. ▲ Inclusive education: Incorporated in the song “The same before God”. Refer to the Learner’s Book, Senior One, page 29, Activity 1.17. ▲ Finance: Incorporated in the song “<i>What is notation</i>”. Refer to the Learner’s Book, Senior One, page 29, Activity 1.17. ▲ HIV/Aids: Incorporated in the song “<i>What is notation</i>”. Refer to the Learner’s Book, Senior One, page 29, Activity 1.17.
<p>Links to other subjects</p>	<ul style="list-style-type: none"> ▲ Fine Art: incorporated in the drawing of music notes. Refer to the Learner’s Book, Senior One, page 13, Activity 1.8. ▲ Notion of sound in Science: Incorporated in the definition of pitch. Refer to the Learner’s Book, Senior One, pages 44-46, Activities 1.29, 1.30, 1.31. ▲ Arithmetic: Incorporated in note values. Refer to the Learner’s Book, Senior One, pages 19-21 , Activity 1.10 and exercise 2.
<p>Assessment criteria</p>	<p>Learners are asked to:</p> <ul style="list-style-type: none"> ▲ Match rhythm names to staff symbols. ▲ Match staff symbols to rhythm names. ▲ Draw and name the music notes. ▲ Draw the treble clef and treble staff. ▲ Compose Rhythms using notes with the same values.

	<ul style="list-style-type: none"> ⤴ Compose Rhythms using notes with different values. ⤴ Place music notes on to the staff. ⤴ Sing staff melodies to sol-fa notes. ⤴ Translating staff melodies to sol-fa notes.
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Key unit competence: By the end of the unit, the learner should be able to sol-fa notes in pitch.

Content:

- ⤴ Music staff
- ⤴ Music notes
- ⤴ Duration of the notes

Learning objectives

Knowledge and understanding

- ⤴ Identify the shapes and values of music notes.
- ⤴ Identify the pitch of the music notes on the staff.
- ⤴ Subdivide note values into others.

Skills to be developed

- ⤴ Describe music notes on a music staff.
- ⤴ Practise music notes.

Attitudes and values to be developed

- ⤴ Develop a spirit of patience, endurance and orderliness.
- ⤴ Appreciate the methods used to place music notes on the staff.

Learning activities

- ⤴ Individually, draw a music Staff; place on it a treble clef and then the music notes.
- ⤴ Name the music notes one by one.
- ⤴ Group the music notes into beats.
- ⤴ Translating staff symbols to sol-fa notes.

- ▲ Comparing and contrasting the values of music notes.

Links to other subjects

- ▲ Shapes in fine arts.
- ▲ Notion of Sound in science and Elementary technologies.

Assessment criteria

- ▲ Learners are able to place music symbols on the staff.
- ▲ Learners are able to translate music symbols to sol-fa notes correctly.

Material:

- ▲ Music manual
- ▲ Tuning fork
- ▲ Keyboard

1.1. Music staff

Teaching methodology

- Brainstorming
- Observation
- Guided discovery
- Guided discussion

Lesson steps

Step one

Guide learners to:

- ▲ brainstorm music as a language. Refer to the Learner's Book, Senior One page 2.
- ▲ brainstorm and mention some of the signs and symbols. Refer to the Learner's Book, Senior One page 4.

Step two

Guide the learners to:

- ▲ Study and analyse the skit "**the music stave or staff**". Refer to the Learner's Book, Senior One, and pages 4 – 7.

After analysing the skit, guide them to:

- ▲ Brainstorm the word **great stave**. It is also called a **grand staff**.

➤ **What is called a *great* staff or *grand* staff?**

- ▲ Write the learner's contributions on the blackboard.

Moderate the learner's contributions. Refer to the Learner's Book, Senior One, and pages 4 – 7.

Guide the learner to draw a great staff.

➤ **How does the great staff look like?**

Refer to the Learner's Book, Senior One, page 7

Through guided discovery:

- ▲ show learners on how to draw a great staff.
- ▲ ask learners to draw the two part staff.
- ▲ tell learners to number the lines and spaces.

(Remind them that we number from the bottom).

- ▲ tell learners to draw and number the lines and spaces.

Step three

Guide the learners to:

- ▲ Brainstorm on the word music staff.
- ▲ Write the learner's contributions on the blackboard.
- ▲ Moderate the learner's contributions.

➤ **Guide the learners to draw a staff.**

Through guided discovery:

- ▲ Ask learners to observe how to draw a staff.
- ▲ Let learners number the lines and spaces from the bottom.
- ▲ Tell learners to draw and number the lines and spaces. Refer to the Learner's Book, Senior One, page 6.

Both lines and spaces are numbered from the bottom.

Step four

Guide learners to differentiate between a **staff** and a **stave**.

➤ **What is the difference between a staff and a stave?**

- ▲ Write the learner's contributions on the blackboard.

- ▲ Moderate the learner's contributions.

Suggested answers:

The staff has five lines whereas the stave has eleven. Refer to the Learner's Book, Senior One, pages 4 – 7.

- ▲ The **stave** is a table for piano or both men and women voices.

The staff is a set of any five horizontal lines. Refer to the Learner's Book, Senior One, pages 4 – 7.

- ▲ We can tell which five lines of the stave by using a clef. Refer to the Learner's Book, Senior One, pages 4 – 7.

Step five

Lesson evaluation:

- ▲ Guide and supervise learners to do Activity 1.2. Refer to the Learner's Book, Senior One, page 4.

1.2. The treble clef

Teaching methodology

- Brainstorming
- Observation
- Guided discovery
- Guided discussion
- Notation

Lesson steps

Step one

Guide learners to:

- ▲ Study and analyse the skit "**the treble staff**". Refer to the Learner's Book, Senior One, page 8.
- ▲ Brainstorm the meaning of a clef.
- **What is a clef?**
 - ▲ Write the learner's contributions.
 - ▲ Moderate the learner's contributions.

A clef is a sign which shows the particular five lines of the great stave. Refer to the Learner's Book, Senior one, page 9.

Step two

➤ **Demonstrate to learners:**

- ▲ How to trace the treble clef.
- ▲ How to draw the treble clef.

Guide the learners to:

- ▲ trace the treble clef.
- ▲ draw the treble clef.

Step three

Guide the learners to:

- ▲ brainstorm the use of a clef.
- **What is the use of the treble clef?**
 - ▲ Write the learner's contributions.
 - ▲ Moderate the learner's contributions.

A treble clef indicates the top five lines of the great staff. Refer to the learner's Book, Senior One, page 9.

Step four

➤ **Through guided discovery learners will:**

- ▲ Discover the name of a staff with a treble clef at the beginning.
- ▲ Draw the treble staff. Refer to the Learner's Book, Senior One, page 10.

Step five

Lesson evaluation

Learners will:

- ▲ draw the staff.
- ▲ insert the treble clef on to the staff.
- ▲ number the lines and spaces on to the staff.
- ▲ name the lines and spaces using fixed pitch names.

1.3. The treble staff

Teaching methodology

- Brainstorming
- Observation
- Guided discovery
- Guided discussion
- Notation

Lesson steps

Step one

Guide the learners to:

- ▲ study and analyse the skit, "**The treble staff**".
- ▲ brainstorm the word *treble staff*.
- **What is a treble staff?**
 - ▲ Write the learner's contributions on the blackboard.
 - ▲ Moderate the learner's contributions.

A treble staff is the top part of the great stave.

When does a staff become a treble staff?

Arithmetically, **a treble clef + a staff = a treble staff**.

Step two

Guide the learners to:

- ▲ draw a staff.
- ▲ trace the treble clef on to the staff.

Refer to the Learner's Book, Senior One, pages 10 – 11.

Step three

Through guided discovery learners will be guided to:

- ▲ name the lines and spaces on to the staff. Refer to the Learner's Book, Senior One, page 11.
- **What are fixed pitch names?**
 - ▲ Write the learner's contributions on the blackboard.
 - ▲ Moderate the learner's contributions.

Fixed pitch names are the first seven letters of the English alphabet. (**A – B – C – D – E – F – G**) Refer to the Learner's Book, Senior One, page 11.

➤ **Where is the fixed pitch names fixed on to the staff?**

- ▲ Write the learner's contributions on the blackboard.
- ▲ Moderate the learner's contributions.

Fixed pitch names are fixed on both lines and spaces. Refer to the Learner's Book, Senior One, page 11.

Step four

Guide learners to:

- ▲ name the lines and spaces of the treble staff. Refer to the Learner's Book, Senior One, page 11.

➤ **What is the use of fixed pitch names?**

- ▲ Write the learner's contributions on the blackboard.
- ▲ Moderate the learner's contributions.

Fixed pitch names fixes definite pitch sound on the staff.

Step five

Lesson evaluation

Learners will:

- ▲ draw the staff.
- ▲ insert the treble clef onto the staff.
- ▲ number the lines and spaces on to the staff.
- ▲ name the lines and spaces using fixed pitch names.

1.4. The music notes

Teaching methodology

- Brainstorming
- Observation
- Guided discovery
- Guided discussion
- Notation

Lesson steps:

Step one

Guide learners to:

- ▲ brainstorm the meaning of "**music notes.**"

➤ **What are music notes?**

- ▲ Write the learner's contributions on the blackboard.
- ▲ Moderate the learner's contributions.
- ▲ Music notes are sounds which can make music. Refer to the Learner's Book, Senior One, page 12.

Step two

Guide learners to:

- ▲ observe and analyse the table of symbols. Refer to the Learner's Book, Senior One, page 13.
- ▲ brainstorm how music notes are written.

➤ **How are music notes written?**

- ▲ Write the learners' contributions on the blackboard.
- ▲ Moderate the learners' contribution.
- ▲ Music notes are written using symbols. Refer to the Learner's Book, Senior One, page 13.

Step three

Guide learners to:

- ▲ Name the symbols of the music notes.
 - A semibreve
 - A minim
 - A crotchet
 - A quaver
 - A semibreve
 - A demi-semibreve
 - A hemi-demi-semibreve

Step four

Guide learners to:

- ▲ draw the music symbols. Refer to the Learner's Book, Senior One, pages 13–18.

Step five**Lesson evaluation**

Fill in the blank spaces with the right symbol, name or note values.

Symbol	Name
.....	A Semibreve

.....	A quaver
.....	A semiquaver

1.5. Duration of notes**Teaching methodology**

- Brainstorming
- Observation
- Guided discovery
- Guided discussion
- Notation

Lesson steps**Step one**

Guide learners to:

- ▲ brainstorm the values of music symbols.
- ▲ observe the table under note values.
- ▲ study and analyse the values of the symbols.
- ▲ brainstorm the values of each symbol.
- ▲ Study the analysis table. Refer to the Learner's Book, Senior One, and page 19.

Step two

Guide learners to:

- ▲ discuss Exercise One. Refer to the Learner's Book, Senior One, page 19.

- ▲ compare and contrast the note values of different symbols. Refer to discussion in the Exercise in the Learner's Book, Senior One, pages 21-22.

Step three

Guide learners to:

- ▲ study and analyse the skit "The values of a clap". Refer the Learner's Book, Senior One, pages 22 – 23.
- ▲ brainstorm the values of a clap.

What is the value of a clap in a steady rhythm of claps?

- Write the learner's contributions on the blackboard.
- Moderate the learner's contributions.

A clap in a steady rhythm of claps is equivalent to a crotchet beat.

- ▲ Do Activity 1.11. Singing the Rwandan national anthem while clapping the steady beat. Refer to the Learner's Book, Senior One, page 23.
- ▲ Clap the rhythms in the skit "The values of a clap". Refer to the Learner's Book, Senior One, and pages 24.

Step four

Ask learners to listen carefully as you clap the rhythm.

- ▲ Steadily clap the rhythm given below.
taa - taa.
- ▲ Clap it four times with an interval of 5 seconds between each time.
- ▲ Let the learners write it back using a crotchet beat.

Tell the learners to exchange their exercise books.

- ▲ Guide them to analyse the clapped rhythm.
- ▲ Show them the clapped rhythm.
- ▲ Tell them to mark each other following the rhythms shown.

Step five

Lesson evaluation

Study the table given below.

Symbol	Name	Note values
_____	A semibreve	_____
	_____	_____
_____	A crotchet	_____
_____	A quaver	_____
_____	_____	$\frac{1}{4}$ of a beat
	_____	_____
_____	A hemi-demi-semiquaver	_____

- i. Fill in the blank space with the right symbol, name or values.
- ii. Clap the rhythm given below.
taa - taa.

1.6. Notes and rests

Teaching methodology

- Brainstorming
- Observation
- Guided discovery
- Guided discussion
- Notation

Lesson steps

Step one

Through guided discovery, learners will:

- ▲ brainstorm the meaning of note and rest.
- ▲ discuss, compare and contrast between a note and a rest.
- **What is a note?**
 - ▲ Write the learner’s contributions on the blackboard.
 - ▲ Moderate the learner’s contributions.

A note is a sound. A rest is a silence. Refer to the Learner's Book, Senior One, page 25.

Step two

Guide learners to:

- ▲ observe, study, and analyse the table of symbols and rests. Refer to the Learner's Book, Senior One, on page 25.
- ▲ identify notes with their equivalent rests.

Through teacher's demonstration learners will:

- ▲ draw notes and match them with their equivalent rests. Refer to the Learner's Book, Senior One pages 25. Activity 1.13.

Step three

Guide learners to:

- ▲ observe, study, and analyse the table in activity 1.10.
- ▲ sing the melody in activity 1.10 to sol-fa notes.
- ▲ sing while observing the silent beats or rests.

Step four

Let the learners draw the following rests.

Name	Rest
i. A semibreve rest
ii. A minim rest
iii. A crotchet rest
iv. A quaver rest
v. A semiquaver rest
vi. A demi-semiquaver rest
vii. A hemi-demi-semiquaver rest

Step five

Lesson evaluation

1. Study the table and fill in the missing spaces. It's in the Learner's Book, Senior One page 28. Exercise 3.
2. Draw a treble staff. On it, write the following rests.

- | | | | |
|------|--------------------|-----|------------------|
| i. | 1 semibreve rest. | ii. | 2 minims' rest. |
| iii. | 4 crotchets' rest. | iv. | 8 quavers' rest. |

1.7. The rhythm names

Teaching methodology

- | | | |
|---------------------|---------------|--------------------|
| - Brainstorming | - Observation | - Guided discovery |
| - Guided discussion | - Notation | |

Lesson steps

Step one

Guide learners to:

- ▲ brainstorm the meaning of “**rhythm names**”.
- **What are rhythm names?**
 - ▲ Write the learner’s contributions on the blackboard.
 - ▲ Moderate the learner’s contributions.
 - ▲ rhythm names are syllables used to perform rhythms.
- **What are those syllables?**
 - ▲ Write the learner’s contributions on the blackboard.
 - ▲ Moderate the learner’s contributions.

Ask learners to:

- ▲ observe, study and analyse the table below.

	= taa-aa-aa-aa
	= taa-aa
	= taa
	= ta-te
	= ta-fa-te-fe

1.8. Note grouping

Teaching methodology

- Brainstorming
- Observation
- Guided discovery
- Guided discussion
- Notation

Lesson steps

Step one

Guide learners to:

- ▲ Brainstorm the word “Note grouping”.
- **What is note grouping?**
 - ▲ Write the learner’s contributions on the blackboard.
 - ▲ Moderate the learner’s contributions.

Note grouping is the accepted joining of music notes. Refer to the Learner’s Book, Senior One, pages 33.

Step two

Demonstrate and guide learners to:

- ▲ Group shorter notes into a crotchet beat. Notes shorter than a crotchet are grouped into a crotchet beat.
 - Two quavers are grouped into a crotchet beat.
 - Four quavers are also grouped into a minim beat.
 - Four semibreves are grouped into a crotchet beat. Refer to the Learner’s Book, Senior One, pages 33.

Step three

Through guided discovery, let learners discover that:

- ▲ grouping shorter notes into a beat is called **beaming**.
- ▲ shorter notes with different values are also beamed together. Refer to the Learner’s Book, Senior One, pages 34.

Step four

Guide the learners to:

- ▲ Beam notes of the same values into a beat.

- ▲ Beam notes of different values into a beat. Refer to the Learner's Book, Senior One, pages 34.

Step five

Lesson evaluation

- ▲ Let the learners do exercise 5 in the Learner's Book, Senior One, pages 35-36.

1.9. Alternative words

Teaching methodology

- Brainstorming
- Observation
- Guided discovery
- Guided discussion
- Notation

Lesson steps

Step one

Guide learners to:

- ▲ brainstorm how we came up with the alternative names.
- ▲ brainstorm the alternative names of music symbols. Refer to the Learner's Book, Senior One, pages 37.
 - A double whole note
 - A whole note
 - A half note
 - A quarter note
 - An eighth note
 - A sixteenth note
 - A thirty-second note

Step two

Guide learners to:

- ▲ Name the symbols using alternative words. Refer to the Learner's Book, Senior One, page 37.

Symbol	Names in English
	A whole note
	A half note
	A quarter note
	An eighth note
	A sixteenth note
	A thirty-second note
	A sixty-fourth note

Step three

▲ Let the learners write the alternative words in figures.

- (i) 1 = a whole note
- (ii) $\frac{1}{2}$ = a half note
- (iii) $\frac{1}{4}$ = a quarter note
- (iv) $\frac{1}{8}$ = an eighth note
- (v) $\frac{1}{16}$ th = a sixteenth note
- (vi) $\frac{1}{32}$ nd = a thirty-second note
- (vii) $\frac{1}{64}$ th = a sixty-fourth note

Step four

▲ Let the learners write the alternative words of the names given below.

Words in Latin	Alternative words in British
Crotchet
Minim
Semibreve
Quaver
Hemi-demi-semiquaver

Semiquaver
Demi-semiquaver

Step five

Lesson evaluation

- ▲ Let the learners do the activity 1.22 and exercise 6. Refer to the Learner's Book, Senior One, page 38.

1.10. Notation

Teaching methodology

- Brainstorming
- Observation
- Guided discovery
- Guided discussion
- Notation

Lesson steps

Step one

Guide learners to:

- ▲ Brainstorm the word **Notation**.
- **What is Musical notation?**
 - ▲ Write the learners' contributions on the blackboard.
 - ▲ Moderate the learners' contributions.

Notation is a system of using signs and symbols to represent information.

- ▲ Brainstorm the meaning of the word Rhythm.
- **What is Rhythm?**
 - ▲ Write the learners' contributions on the blackboard.
 - ▲ Moderate the learners' contributions. Refer to the Learner's Book, Senior One, page 40.

Rhythm is the flow of music beats.

Step two

Guide learners to:

- ▲ Notate rhythms using only crotchet beats. Refer to the Learner's Book, Senior One, example one, page 41.
- ▲ Notate rhythms using crotchet and quaver beats. Refer to the Learner's Book, Senior One, example two on page 41.
- ▲ Notate rhythms using minims, crotchets and quaver beats. Refer to the Learner's Book, Senior One, example three, page 42.

Step three

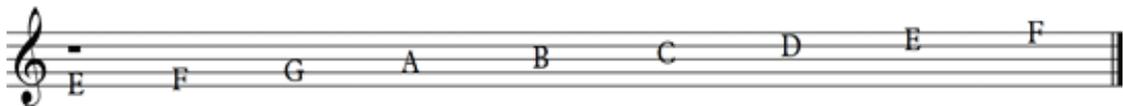
Guide learners to:

- ▲ Notate rhythms using minims, crotchets, quavers, and semibreve beats. Refer to the Learner's Book, Senior One example four and on page 42.
- ▲ Notate rhythms using semibreves, minims. Crotchets, quavers and semibreve beats. Refer to the Learner's Book, Senior One, and example five and on page 43.
- ▲ Do activities **1.24, 1.25, 1.26, 1.27** and **1.28**

Step four

Guide learners to:

- ▲ brainstorm the meaning of **pitch**.
- ▲ plot notes on to the staff.
- ▲ learners plot fixed pitch names on the staff.

**Step five****Lesson evaluation**

- ▲ Do activities 1.29, 1.30, 1.31 in the Learner's Book, Senior One and pages 42 – 45.
- ▲ Do exercise 7 in the Learner's Book, Senior One and page 46.

1.11. Translating symbols to sol-fa notes

Teaching methodology

- Brainstorming
- Observation
- Guided discovery
- Guided discussion
- Notation

Lesson steps

Step one

Guide learners to:

- ▲ brainstorm how to translate symbols to sol-fa notes.
- **How do we translate music symbols to sol-fa notes?**
 - ▲ Write the learners' contributions on the blackboard.
 - ▲ Moderate the learners' contributions. Refer to the Learner's Book, Senior One, page 47.
 - ▲ Do activity 1.32 in the Learner's Book, Senior One and on page 46.

Step two

Guide learners to:

- ▲ identify **doh** on the staff. Refer to the Learner's Book, Senior One and page 47.

Step three

Guide learners to:

- ▲ place music symbols onto the staff.
- ▲ translate staff notation into sol-fa notation. Refer to the Learner's Book, Senior One and page 47
- ▲ do activities 1.33 and 1.34 in the Learner's Book, Senior One on pages 47-48.

Step four

Guide learners to:

- ▲ do activity 1.35. Refer to the Learner's Book, Senior One, page 49.
- ▲ add stems to the given note heads.
- ▲ add flags or beam notes on to the staff.

Step five

Lesson evaluation

- ▲ Ask the learners to do activity 1.30 and 1.31.
- ▲ Let learners do exercise 7 in the Learner's Book, Senior One, page 46.

1.12. Translation of sol-fa notes to staff symbols

Teaching methodology

- Brainstorming
- Observation
- Guided discovery
- Guided discussion
- Notation

Lesson steps

Step one

- ▲ Ask learners to translate staff passages to sol-fa notes. Refer to the Learner's Book, Senior One, page 51.

Step two

- ▲ Guide learners to translate sol-fa melodies to staff melodies. Refer to the Learner's Book, Senior One, page 52.

Step three

Ask the learners to sing the translated melodies to:

- ▲ sol-fa notes
- ▲ syllables **la**, **ma**, **na**, and **pa**

Step four

Guide learners to:

- ▲ plot rhythmic patterns on the staff.
- ▲ translate melodies to sol-fa notes.
- ▲ sing it to sol-fa notes and syllables **la** and **ma**.

Step five

Lesson evaluation

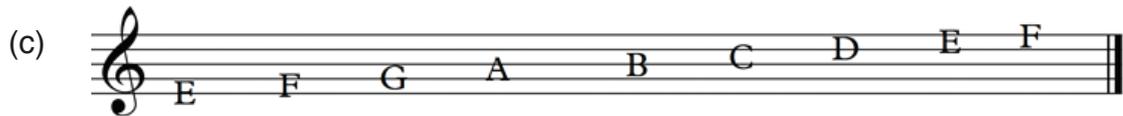
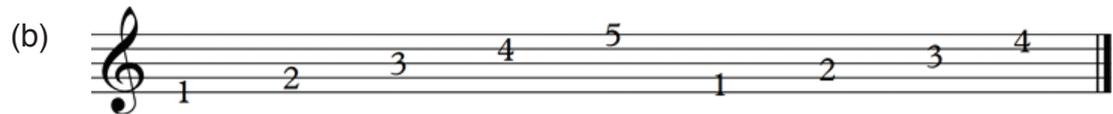
Ask the learners to:

- ▲ Do activity 1.37 in the Learner's Book, Senior One, page 52.
- ▲ Let the learners sing the melodies on page 53. Refer to the Learner's Book, Senior One, and page 53.

ANSWERS TO THE EXERCISES IN THE LEARNER'S BOOK

Exercise One

- | | |
|--------------|--------------|
| (i) Line E | (ii) Line G |
| (iii) Pace A | (iv) Line F |
| (v) Line D | (vi) Space E |
| (vii) Line B | |
| (viii) | |



Exercise Two

- There are 4 crotchet beats.
- 
 - 
- There are four crotchet beats in one semibreve.
- A semibreve is 4 times as long as a **crotchet**.
- A **semibreve** is equivalent to 4 crotchets.
- There are **16 hemi-demi-semiquavers** in a minim.
- A crotchet is 16 times as long as a **hemi-demi-semiquaver**.
- A **crotchet** is equivalent to 16 hemi-demi-semiquaver.
- There are **16** demi-semiquaver in one minim.
- A minim is 16 times as long as a **demi-semiquaver**.
- A **minim** is equivalent to 16 demi-semiquavers.

12. There are **2** crotchets in one minim.
13. A minim is twice as long as a **crotchet**.
14. A **minim** is equivalent to 2 crotchets.
15. There are **4** demi-semiquavers in a quaver.
16. A quaver is 4 times as long as a **minim**.
17. A demi-semiquaver is twice as long as a **semiquaver**.
- 18.

	A semibreve	4 beats
	A minim	2 beats
	A crotchet	1 beat
	A quaver	$\frac{1}{2}$ of a beat
	A semiquaver	$\frac{1}{4}$ of a beat
	A demi-semiquaver	$\frac{1}{8}$ of a beat
	A hemi-demi-semiquaver	$\frac{1}{16}$ of a beat

19.

Symbol addition	Translation in figure	Total Values	Equivalent symbol
	2 + 2	= 4 beats	 = a semibreve
	1 + 1	= 2	 = a minim
	$\frac{1}{2}$ + $\frac{1}{2}$	= 1	 = a crotchet
	$\frac{1}{4}$ + $\frac{1}{4}$	= $\frac{1}{2}$	 = a quaver

Exercise Three

No. 1

A semibreve	
A crotchet	
A minim	
A demi-semiquaver	
A quaver	

No. 2.

	A semibreve		4 beats
	A minim		2 beats
	A crotchet		1 beat
	A quaver		$\frac{1}{2}$ of a beat
	A semi-quaver		$\frac{1}{4}$ of a beat
	A demi-semiquaver		$\frac{1}{8}$ of a beat
	A hemi-demi-semiquaver		$\frac{1}{16}$ of a beat

Exercise Four

No. 1

(i) 
taa ta - te taa ta - te taa - aa ta - fa - te - fe taa taa - aa - aa - aa

(ii) 
taa taa taa - aa ta - te ta - te taa ta - fa - te - fe taa - aa taa - aa

(iii) 
taa - aa ta - te taa ta - te taa ta - te taa taa - aa taa - aa

(iv) 
ta - te ta - te taa taa taa ta - fa - te - fe taa - aa taa taa ta - te taa

(v) 
taa - aa taa - aa taa taa ta - te ta - te taa taa - aa taa - aa

(vi)

a) A semibreve = taa - aa - aa - aa.

b) A minim = taa - aa.

c) A crotchet = taa.

d) A quaver = ta

No. 2

(i) 
 taa taa taa taa taa ta - te taa ta - te taa - aa taa - aa

(ii) 
 ta - te ta - te taa taa taa ta - fa - te - fe taa - aa taa taa ta - te taa taa - aa - aa - aa

(iii) 
 taa - aa taa - aa taa taa ta - te ta - fa - te - fe taa ta - fa - te - fe taa ta - te taa - aa - aa aa

(iv) 
 ta - fa - te - fe ta - te taa - aa taa taa ta - fa - te - fe ta - te taa ta - te taa ta - fa - te - fe taa aa - aa aa

(v) 
 taa ta - te ta - fa - te - fe ta - te taa ta - te ta - fa - te - fe ta - te taa - aa ta - te ta - fa - te - fe taa taa taa - aa

Exercise Five

No. 1

(i) 

(ii) 

(iii) 

(iv) 

(v) 

2. A crotchet is as long as 2 quavers.
3. There are 4 semiquavers in one crotchet.
4. A minim is as long as 4 quavers.
5. There are 8 semiquavers in one minim.

No. 6

Name	Number of quavers	Number of semiquavers	Number of demi-semiquavers	Number of hemi-demi-semiquavers
A minim	4	8	16	32
A crotchet	2	4	8	16
A semibreve	8	16	32	64
A quaver	1	2	4	8

Exercise Six

No. 1

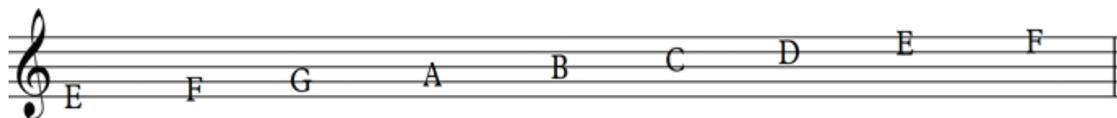
Words in Latin	Alternative words
Crotchet	A quarter note
Minim	A half note
A semibreve	A whole note
A quaver	An eighth note
A hemi-demi-semi-quaver	A sixty-fourth note
A semiquaver	A sixteenth note
A demi-semi-quaver	A thirty-second note

No. 2

	A semibreve		A whole note	4 beats
	A minim		A half note	2 beats
	A crotchet		A quarter note	1 beat
	A quaver		An eighth note	$\frac{1}{2}$ of a beat
	A semiquaver		A sixteenth note	$\frac{1}{4}$ of a beat
	A demi-semiquaver		A thirty-second note	$\frac{1}{8}$ of a beat
	A hemi-demi-semiquaver		A sixty-fourth note	$\frac{1}{16}$ of a beat

Exercise Seven

1. It is called the **Great staff** or **Grand staff**.
2. It is called a **treble clef**.
3. They are called the **whole note rests**.
- 4.



Unit **2**

SOL-FA RESPECTING SIMPLE TIME SIGNATURES

Items	Unit Two: SOL-FA RESPECTING SIMPLE TIME SIGNATURE
Number of lessons.	12 periods.
Introduction.	In unit 2, we are going to deepen our knowledge of how to use the staff. Our knowledge and understanding will be focussed on: shapes and values of music notes, simple time signatures, pitches of the music notes on the staff and conversion of notes into other notes. In particular, this unit will make clearer understanding of the following terms: ledger lines, measure or bar, bar lines, simple time signatures (Two four $\frac{2}{4}$, Three four $\frac{3}{4}$, Four four $\frac{4}{4}$), music rests and beats.
Classroom organisation.	Whole class orientation, then group work and individual work.
Equipment required.	<ul style="list-style-type: none"> ▲ Pencils for drawing the music staff, music notes and rests. ▲ Exercise books for writing activities. ▲ Learner's Book, Senior One for information, activities and exercises. ▲ Music scores for songs. ▲ Ruler for drawing staff lines. ▲ Rubber for rubbing in case of a mistake while drawing. ▲ Key finder for giving the appropriate key. Examples:

	<ul style="list-style-type: none"> ▲ (i) descant recorder (ii) pitch pipe. ▲ Keyboard for giving the key and for accompanying songs in singing. ▲ Drums for giving rhythm in reading and writing exercises.
<p>Activities</p>	<ul style="list-style-type: none"> ▲ Learner's Book, Senior One, on page 58, Activity 2.1. ▲ Drawing the staff. Refer to the Learner's Book, Senior One, on page 59, Activity 2.2 (a and b). ▲ Practising drawing the treble clef. Refer to the Learner's Book, Senior One, on pages 59-60, Activity 2.2 (c and d). ▲ Learning the song Let us draw. Refer to the Learner's Book, Senior One, on page 63, Activity 2.3. ▲ Performing rhythm. Refer to the Learner's Book, Senior One, on page 63, Activity 2.4. ▲ Copying down examples. Refer to the Learner's Book, Senior One, on page 65. ▲ Performing rhythm. Refer to the Learner's Book, Senior One, on page 66, Activity 2.5. ▲ Singing melodies to sol-fa. Refer to the Learner's Book, Senior One, on page 67, Activity 2.6. ▲ Acting a dialogue about bars in a song. Refer to the Learner's Book, Senior One, on pages 67-69, Activity 2.7. ▲ Performing rhythm in $\frac{2}{4}$ time. Refer to the Learner's Book, Senior One, on page 70, Activity 2.8. ▲ Writing in staff and singing the written melodies. Refer to the Learner's Book, Senior One, on page 71, Activity 2.9. ▲ Performing a dialogue about dotted notes. Refer to the Learner's Book, Senior One, on pages 71-72, Activity 2.10. ▲ Learning, singing and writing down the song Strong, Weak. Refer to the Learner's Book, Senior One, on page 75, Activity 2.12.

- ▲ Observing waltz dancers. Refer to the Learner's Book, Senior One, on page 77, Activity 2.13.
- ▲ Listening and studying a piece of music: Sound the drum. Refer to the Learner's Book, Senior One, on page 78, Activity 2.14.
- ▲ Performing rhythm and pitch
 - Copying music
 - Translating music from staff to sol-fa. Refer to the Learner's Book, Senior One, on page 80, Activity 2.16.
- ▲ Singing a song: Circumference. Refer to the Learner's Book, Senior One, on page 81, Activity 2.17.
- ▲ Performing rhythm. Refer to the Learner's Book, Senior One, on page 84, Activity 2.18.
- ▲ Group work: Sight reading melodies containing rests. Refer to the Learner's Book, Senior One, on page 85, Activity 2.19.
- ▲ Performing rhythm in time with rests. Refer to the Learner's Book, Senior One, on page 89, Activity 2.21.
- ▲ Learning a song: **When I think of one man by notation** method. Refer to the Learner's Book, Senior One, on pages 91-93, Activity 2.22.
- ▲ Learning the song: **Visit our class** by notation method. Refer to the Learner's Book, Senior One, on page 96, Activity 2.23.
- ▲ Performing rhythm. Refer to the Learner's Book, Senior One, on page 96, Activity 2.24.
 - (a) Brainstorming the meaning of standardisation culture.
 - (b) Learning the song: We belong to the global village. Refer to the Learner's Book, Senior One, on page 99, Activity 2.25.

	<ul style="list-style-type: none"> ▲ Studying the sol-fa punctuation of the song: We belong to the global village. Refer to the Learner's Book, Senior One, on page 101, Activity 2.26. ▲ Performing the dialogue on patriotism. Refer to the Learner's Book, Senior One, on pages 103-106, Activity 2.27. ▲ Learning the song: The staff by notation method. Refer to the Learner's Book, Senior One, on page 109, Activity 2.28. ▲ Naming the spaces and lines of the staff. Refer to the Learner's Book, Senior One, on page 110, Activity 2.29. ▲ Practising pitch names on the staff. Refer to the Learner's Book, Senior One, on page 111, Activity 2.30. ▲ Copying down music. Refer to the Learner's Book, Senior One, on page 111, Activity 2.31.
<p>Competencies practised.</p>	<ul style="list-style-type: none"> ▲ Drawing a music staff and treble clef. Refer to the Learner's Book, Senior One, on pages 62-63. ▲ Singing and writing the song: The treble clef; and identifying the role of ledger lines. <ul style="list-style-type: none"> - Identifying the role of the treble clef. Refer to the Learner's Book, Senior One, on pages 60-61. ▲ Singing the song Let us draw in correct rhythm and pitch. <ul style="list-style-type: none"> - Identifying and writing the staff notes sung about in the song. Refer to the Learner's Book, Senior One, on pages 65. ▲ Performing and writing rhythm from dictation. <ul style="list-style-type: none"> - Interpreting note values. - Transcribing staff notes on the stave. <p style="margin-left: 40px;">Refer to the Learner's Book, Senior One, on pages 73.</p> ▲ Identifying bars and time signatures in a piece of music. Refer to the Learner's Book, Senior One, on pages 75.

- ▲ Sight singing melodies in simple duple time involving dotted notes.

 - Identifying the message in the song: **Environment protection**. Refer to the Learner's Book, Senior One, on pages 74.
- ▲ Identifying music suitable for waltz dance.

 - Sight singing short melodies in triple time.
 - Integrating music with Science using the song: Sound the drum. Refer to the Learner's Book, Senior One, on pages 78.
- ▲ Identifying music in $\frac{4}{4}$ time, sing at sight.

 - Singing to sol-fah short music phrases when rhythm is given. Refer to the Learner's Book, Senior One, on pages 82-85.
- ▲ Identifying and interpreting rests in $\frac{2}{4}$ time. Refer to the Learner's Book, Senior One, on pages 86-90.
- ▲ Identifying music in $\frac{3}{4}$ time and interpreting the rests thereof.

 - Adding bars lines to a music passage in $\frac{3}{4}$ time. Refer to the Learner's Book, Senior One, on pages 90-95.
- ▲ Identifying similarities and differences between verses of the same song.

 - Describing the elementary technologies used in a talking classroom. Refer to the Learner's Book, Senior One, on pages 96-101.
- ▲ Transferring sol-fa melodies to staff. Refer to the Learner's Book, Senior One, on page 100.
- ▲ Singing the song: We belong to the global village.

 - Translating staff melodies to tonic sol-fa.
 - Sight singing short staff melodies to tonic sol-fa, in $\frac{2}{4}$ time with rests. Refer to the Learner's Book, Senior One, on pages 102-103.

	<ul style="list-style-type: none"> ▲ Performing a dialogue with confidence. <ul style="list-style-type: none"> - Interpreting sol-fa punctuation in a song. - Defining patriotism. - Transcribing staff melodies into sol-fa. - Singing staff melodies at sight. <p>Refer to the Learner's Book, Senior One, on page 103.</p> ▲ Fixing fixed pitch notes on the staff. <ul style="list-style-type: none"> - Relating relative pitch names to fixed pitch names. - Transcribing staff melodies into tonic sol-fa. - Writing melodies from dictation. - Sight singing simple tunes in $\frac{4}{4}$ time. ▲ Refer to the Learner's Book, Senior One, on pages 111-114.
<p>Language practice</p>	<ul style="list-style-type: none"> ▲ Reciting lyrics of songs. ▲ Memorising the lyrics of songs. ▲ Acting skits dramatically.
<p>Vocabulary Acquisition</p>	<ul style="list-style-type: none"> - Geometrically parallel - Equidistant - Stave - Aural work. - Semibreve - Minim - Crotchet - Quaver - Semiquaver - Bar/measure - Double bar

- Beat
- Pulse
- Time signature
- Rhythm pattern
- Celebrate
- Simple Duple Time
- Simple Triple Time
- Simple Quadruple Time
- Marching
- Dotted note
- Sustain
- Tie/Bind
- Environment protection
- Waltz
- Beam
- Circumference
- Syncopation
- Rest
- Sight sing
- Brainstorm
- Standardisation culture
- Audiovisual aids
- Global village
- Accent marks
- Octave marks
- Guest speaker
- Patriot
- Motto
- Lyric
- Tune

Numeracy	<ul style="list-style-type: none"> ▲ Identifying values of music notes. ▲ Comparing values of different music notes. ▲ Counting and numbering lines and spaces of the staff. ▲ Number of fixed pitch names. ▲ Number of beats in bars.
Story skills	<ul style="list-style-type: none"> - Singing - Sight singing - Communication - Acting - Listening - Writing - Analysis - Interpreting - Observation - Transcribing - Translation
Learning outcomes	<ul style="list-style-type: none"> ▲ Knowing shapes and values of music notes. ▲ Knowing simple time signature. ▲ Identifying pitches of the music notes on the staff. ▲ Knowing how to convert notes into other notes. ▲ Writing notes and rests on a music staff. ▲ Appreciating the test of music. ▲ Love of music pitch variation.

<p>Cross-cutting issues</p>	<ul style="list-style-type: none"> ▲ Environment protection: Incorporated in the song: ▲ Environment protection. Refer to the Learner’s Book, Senior One, on page 74. ▲ Inclusive education: Incorporated in the song: When I think of one man. Refer to the Learner’s Book, Senior One, on page 88. ▲ Standardisation culture: Incorporated in the song: We belong to the global village. Refer to the Learner’s Book, Senior One, on page 100. ▲ Patriotism: Incorporated in the dialogue in lesson 11 and in The Motto song. Refer to the Learner’s Book, Senior One, on pages 101, Activity 2.26. ▲ HIV/AIDS: Incorporated in the song: The Cheapest drug. Refer to the Learner’s Book, Senior One, on page 114.
<p>Links to other subjects</p>	<ul style="list-style-type: none"> ▲ Fine Art: Incorporated in the song: Let us draw. Refer to the Learner’s Book, Senior One, on page 62. ▲ Physical Education: Incorporated in the song: Hop step song. Refer to the Learner’s Book, Senior One, on page 69, Activity 2.7. ▲ Science: (Sound in Science): Incorporated in the song: Sound the drum. Refer to the Learner’s Book, Senior One, on page 78, Activity 2.14. ▲ Geometry in Mathematics: Incorporated in the song: Circumference. Refer to the Learner’s Book, Senior One, on page 81, Activity 2.17. ▲ Elementary Technology: Incorporated in the song: Visit our class. Refer to the Learner’s Book, Senior One, on page 94.
<p>Assessment criteria</p>	<p>Learners are asked to sing songs to:</p> <ul style="list-style-type: none"> - Sol-fa notes - Syllables - Words

Learners are asked to:

- ▲ Match Rhythm Names to staff symbols.
- ▲ Match staff symbols to Rhythm Names.
- ▲ Draw and name the music notes.
- ▲ Draw the staff and treble clef.
- ▲ Place music notes on the staff.
- ▲ Sing staff melodies to sol-fa notes.
- ▲ Translate staff melodies to sol-fa notes.
- ▲ Write music from dictation.
- ▲ Add bar lines to rhythm patterns in given time signatures.

Key unit competence: This unit should give the learner the ability to:

- (a) pitch sol-fa notes correctly.
- (b) interpret time signatures in simple time.

Unit content

- ▲ Ledger lines
- ▲ Measure or bar
- ▲ Bar lines
- ▲ Simple time signatures
 - (i) Two four: $\frac{2}{4}$
 - (ii) Three four: $\frac{3}{4}$
 - (iii) Four four: $\frac{4}{4}$
- ▲ Music rests
- ▲ Beats

Learning objectives

Knowledge and understanding

- ▲ Awareness of shapes and values of music notes.
- ▲ Knowing simple time signature.
- ▲ Identifying pitches of the music notes on the staff.
- ▲ Converting notes into other notes.

Skills to be developed

- ▲ Describing music notes and rests on a music staff.
- ▲ Sight-singing music notes in sol-fa and staff notations.

Attitudes and values to be developed

- ▲ Appreciating the test of music.
- ▲ Love of music pitch variation.

Learning activities

- ▲ Individually, a learner draws a music staff, then places on it a treble clef, a simple time signature, the music notes and bar lines.
- ▲ Individually or in groups learners sol-fa music notes according to the time signature and note values.
- ▲ Individually, learners mix notes and rests on the staff.
- ▲ One by one, then in small groups, learners sol-fa according to the value of notes and rests.

Links to other subjects

- ▲ Shapes in Fine Art
- ▲ Geometry in Mathematics
- ▲ Notation os sound in Science
- ▲ Elementary Technologies
- ▲ Order and body fitness in Physical Education

Assessment criteria

Learners are able to:

- ✦ Sol-fa according to correct pitch and time signature.

Instructional and learning materials

- ✦ Music book
- ✦ Tuning fork
- ✦ Keyboard

2.1. The musical staff

- Content: The music staff

Learner's Book, page 58

Lesson competences

The learner should be able to:

- ✦ draw the staff correctly.
- ✦ draw and place the treble clef on the staff.
- ✦ demonstrate the use of:
 - (i) the treble clef
 - (ii) ledger line

Life skills and values

- ✦ Music reading and writing
- ✦ Love of music literacy.

Resources

- Teacher's Guide
- Learner's Book
- Audiovisual devices
- Rulers, rubbers, pencils
- Tuning fork - Keyboard

Methods

- ▲ Practical participation
- ▲ Group work
- ▲ Guided discussion

Lesson steps

Step 1: Guide learners to:

- ▲ sing a known song to usher in unit 2.
- ▲ sing the new song: **The treble clef** as they watch the picture of the clef .

Step 2: Guide learners to:

- ▲ practise drawing the staff in groups and as individuals.

Step 3: Guide learners to:

- ▲ form groups and practise drawing of the treble clef.

Assessment criteria

- ▲ Guide the learners to assess their work by working through the exercise on page 61 in the Learner's Book.
- ▲ Supervise the copying of the song: **The treble clef**, assessing the competence of music writing.

Additional notes

- ▲ Provide either live or recorded accompaniment to the learners' singing.
- ▲ Live and recorded music is also suitable in the listening activities and exercises.

Definitions

Leger line: A short line added for notes above or below the five lines of a staff. Learner's Book for Senior One, page 61.

Staff or stave: A set of five lines on which music is written. Learner's Book, page 122.

2.2. The staff rhythm symbols

().

- shapes and values

Learner's Book, page 62

Lesson competences

The learner should be able to:

- ✦ draw the following staff rhythm symbols: .
- ✦ describe the values of the drawn music notes.

Life skills and values

- ✦ Music reading and writing.
- ✦ Love of music literacy.

Resources

- Teacher's Guide
- Learner's Book
- Tuning fork
- Keyboard
- Audiovisual devices
- Rulers, rubbers, pencils

Methods

- ✦ Discovery through discussion.
- ✦ Group and pair work.

Lesson steps

- ✦ Guide the learners to sing a known song to help them to advance from known to unknown.
- ✦ Guide the learners to brainstorm the relevance and relationship of the rhythm notes to the staff.

- ▲ Guide the learners to sing the song **Let us draw**, following the steps in Activity 2.3, page 63 of Learner's Book.
- ▲ Guide the learners to practise the drawing of notes, individually. (Activity 2.3, page 63 (Learner's Book).
- ▲ Guide the learners to perform rhythm in pairs. (Activity 2.4, page 63 in Learner's Book).

Assessment criteria

- ▲ Assess the competence of drawing the staff notes correctly.
- ▲ Assess the learner's ability to interpret note values. Use the work done by pairs in Activity 2.4, page 63 (Learner's Book).

Additional notes

- ▲ Notice that in this lesson, by drawing shapes of notes, you have helped learners to link Music with Fine Art.
- ▲ Provide either live or recorded music to accompany learner's singing.
- ▲ Also provide either live or recorded music in the listening activities and exercises.

2.3. Simple Time Signature

Learner's Book, page 64

Lesson competences

The learner should be able to:

- ▲ identify music in simple time.
- ▲ put simple time signatures: $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ on the staff.
- ▲ add appropriate bar lines to rhythm exercises in simple time.

Life skills and values

- ▲ Music reading and writing.
- ▲ Love of music literacy.

Resources

- Teacher's Guide

- Learner's book
- Keyboard
- Audiovisual devices
- Rulers, rubbers, pencils

Methods

- ▲ Pair work
- ▲ Discovery through aural work.

Lesson steps

- ▲ Guide the learners to form pairs and act the skit on pages 67-69 (Learner's Book).
- ▲ Guide the learners to copy the melodies correctly; page 68 Learner's Book) .
- ▲ Give individual assistance to learners as they do the self marking activity on page 67 (Learner's Book) Activity 2.6.

Assessment criteria

Use the Exercise on page 66 and Activities on page 67 to assess the learner's competence.

Additional notes

After the Hop step song is learnt, let the learners improvise movements to it to make the music lesson a more worthwhile experience.

Notice that this lesson links very well with Physical Education.

2.4. Singing melodies to sol-fa with $\frac{2}{4}$ time signature

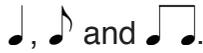
Content:

- Singing melodies to sol-fa with time $\frac{2}{4}$ signature.
- Note values
- A dotted note

Learner's Book, page 69

Lesson competences

The learners should be able to:

- ▲ sing staff melodies to sol-fa with $\frac{4}{4}$ time signature.
- ▲ sing melodies with varied note values: 
- ▲ sing melodies containing dotted note rhythm: 

Life skills and values

- ▲ Music reading and writing.
- ▲ Love of music literacy.

Resources

- Teacher's guide
- Learner's Book
- Audiovisual devices.
- Tuning fork
- Keyboard
- Rulers, rubber, pencils

Methods

- ▲ Guided pair work
- ▲ Guided discovery
- ▲ Rote method

Lesson steps

Present recorded or live melodies based on the rhythm patterns in the Learner's Book, page 70, Activity 2.8.

After your play through, one learner in a pair claps as the other recites the rhythm names.

(i)

(ii)

(iii)

(iv)

(v)

- ▲ Guide the learners to carry out work in Activity 2.9, (Learner's Book, page 71, first, individually, then in pairs.
- ▲ Guide the learners to form pairs and act Activity 2.10 in the Learner's Book, page 71-72.
- ▲ Guide the learners to sing the melodies in Activity 2.11 in Learner's Book, page 73.

Assessment criteria

- ▲ Use the exercise on page 74 student's book and then use it to assess the learners.

Additional notes

- ▲ You may have observed that the song Environment Protection addresses an important cross cutting issues in our society.

2.5. Singing melodies to sol-fa with $\frac{3}{4}$ time signature

Lesson competence

The learner should be able to:

- ▲ Sing melodies to sol-fa in $\frac{3}{4}$ time and in correct pitch.

Life skills and values

- ▲ Music reading and writing.

- ▲ Love of music literacy.

Resources

- Teacher's guide
- Learner's Book
- Audiovisual devices
- Tuning fork
- Keyboard
- Rulers, rubbers, pencils

Methods

- ▲ Group work
- ▲ Guided discovery

Lesson steps

- ▲ Guide the learners to learn the song **Strong, Weak** following the steps in Activity 2.12 in Learner's Book, page 75.
- ▲ Lead the learners through the song **Strong, Weak**.
- ▲ Guide the learners to sight sing the melodies in the Learner's Book, page 76. You may use the following steps.
 - Sound the **doh**.
 - Let the learner sing the starting note of the melody.
 - Clapping the tempo of the piece by clapping.
 - Sound the **doh** again.
 - Conduct the singing.
- ▲ Demonstrate the steps of waltz dance to the learners.
- ▲ Present the piece of music **Sound the drum**.
 - Give the learners several chances to listen to it.
 - They may respond to it by performing waltz steps.

Assessment criteria

- ▲ Use the sight singing exercise in Learner's Book, pages 76 as a basis for assessment.
- ▲ Watch the learners as they move to the rhythm of the song. Do they follow the time properly? Are they creative?
- ▲ Let the answers to Exercise 6 on page 79 in the Learner's Book be written down for your marking.

NB: The following answers may be suggested by the learners:

1. The song is about sounding the drum high and low.
2. You tighten the skin to sound the drum high.
3. When you tighten the skin, the vibrations move faster.
4. When the skin is relaxed, the pitch goes low.
5. Physics.
6. 3 beats.
7. The first time it ends a section the second time it ends the piece.
8. Waltz dance.

2.6. Singing melodies to sol-fa with $\frac{4}{4}$ time signature

Lesson competence

The learner should be able to:

- ▲ sing melodies to sol-fa in time and in correct pitch.

Life skills and values

- ▲ Music reading and writing.
- ▲ Love of music literacy.

Resources

- | | |
|-----------------------|----------------------------|
| - Teacher's Guide | - Learner's Book |
| - Audiovisual devices | - Tuning fork |
| - Keyboard | - Rulers, rubbers, pencils |

Methods

- ▲ Group work
- ▲ Rote method
- ▲ Guided discovery

Lesson steps

- ▲ Guided the learners to do Activity 2.15 (page 79, Learner's Book) and Activity 2.16 in the Learner's Book, page 80.
- ▲ Guide the learners to work through Activity 2.17 in the Learner's Book, page 81.
- ▲ Guide the learners to learn the song Circumference by rote method.
- ▲ Guide the learners to discuss the song using the questions which follow it. Learner's Book, page 81.

Assessment criteria

Use Exercise 7 in Learner's Book, page 82 to assess the learners' competence in sight singing.

Definitions

Syncopation: This is the rhythm in which the strong beats are made weak and the weak beats are made strong.

2.7. Rests in $\frac{2}{4}$ time signature

Lesson competence

The learner should be able to perform music involving rests in $\frac{3}{4}$ time.

Life skills and values

- ▲ Music reading and writing.
- ▲ Love of music literacy.

Resources

- | | |
|-----------------------|----------------------------|
| - Teacher's Guide | - Learner's Book |
| - Audiovisual devices | - Tuning fork |
| - Keyboard | - Rulers, rubbers, pencils |

Methods

- ▲ Group work
- ▲ Guided discovery
- ▲ Notation method

Lesson steps

- ▲ Guide the learners to form groups and do the numbers in Activity 2.18 in Learner's Book, page 84.
- ▲ Guide the learners to form new groups and let them to sing the melodies with rests. Activity 2.19, Learner's Book, page 85.
- ▲ Play through the song: Daughter's song several times as the learners follow the music silently (Activity 2.20, Learner's Book, page 86).
- ▲ Guide the learners to sing the song to tonic sol-fa as they listen to your playing.
- ▲ Guide the learners to sing the song to syllables like **la, pa, ma**.
- ▲ Invite the learner to sing the song to words, observing the rests where they occur in the song.
- ▲ Guide the learners to form groups and brainstorm the relevance of the rests in the song.

Assessment criteria

- ▲ Base your assessment on the exercise 8 on page 87 in Learner's Book.

2.8. Rests in $\frac{3}{4}$ time signature

Lesson competence

The learner should be able to perform music written in $\frac{3}{4}$ time with rests.

Life skills and values

- ▲ Music reading and writing.
- ▲ Love of music literacy

Resources

- Teacher's guide
- Audiovisual devices
- Rulers, rubbers, pencils
- Tuning folk

- Keyboard

- A drum

Methods

- ▲ Group work
- ▲ Guided discovery

Lesson steps

- ▲ Use a drum to guide the learners through rhythm work in Activity 2.21, in Learner's Book, page 89.
- ▲ Guide the learners to form groups and perform the steps in Activity 2.22 of Learner's Book, page 91.

Assessment criteria

- ▲ Use questions 1-3 in Exercise 9 on page 91, Learner's Book as written work.
- ▲ The melodies in question 4 on page 92 are for sight-singing.
 - Announce the item.
 - Sound the note *doh*.
 - Clap the speed of the basic beat.
 - Sound *doh* again.
 - Conduct the learners to sing.
 - Guide the learners to discuss their work.

2.9. Rests in $\frac{4}{4}$ time signature

Lesson competence

The learner should be able to sing melodies in $\frac{4}{4}$ time, punctuated by rests.

Life skills and values

- ▲ Music reading and writing.
- ▲ Love of music literacy.

Resources

- Teacher's Guide
- Learner's Book
- Audiovisual devices
- Rulers, rubbers, pencils

- Tuning fork

- Keyboard

Methods

- ▲ Practical participation
- ▲ Notation method

Lesson steps

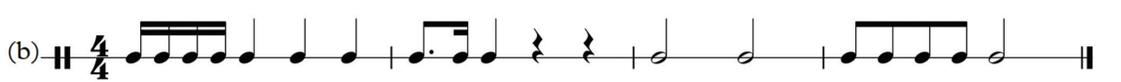
- ▲ Using the notation method, guide the learners to learn the song **Visit Our Class** on page 94, by following the steps in activity 2.23, page 96 of the Learner's Book.
- ▲ Guide the learners to individually do the set work in Exercises 10, 11 and 12, Learner's Book, pages 97-98.
- ▲ Guide the learners to form two groups. Group 1 will brainstorm questions 1, 2 and 3. Group 2 will brainstorms 4, 5 and 6. Exercise 12 page 101 of the Learner's Book). Each group should choose a leader to report to the rest of the class.

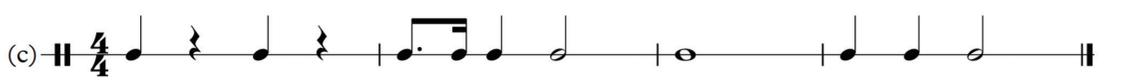
Assessment criteria

Assess the learner's competence to add bar lines to a given rhythm pattern in 4 time. Exercise 10 Learner's Book, page 97. 4 4

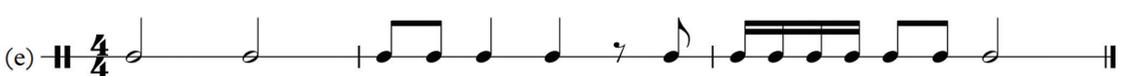
Answers to the exercise

(a) 

(b) 

(c) 

(d) 

(e) 

Assess the learner's competence to write melodies on the staff. Use the melodies in (Exercise 11, Learner's Book, page 97).

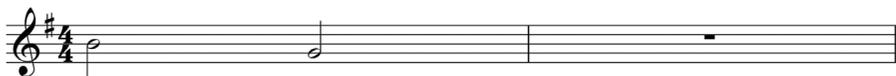
Answers to the exercise



The score you give in Exercise 12, page 98 should go to the whole group.

Additional notes

When a whole bar is silent the rest is indicated like this.



2.10. Singing melodies to sol-fa respecting note values, rests, time signatures and bar lines.

Lesson competence

The learner should be able to:

- ▲ interpret note values.
- ▲ interpret rests
- ▲ interpret bar lines, in $\frac{2}{4}$ time, while singing staff music.

Life skills and values

- ▲ Music reading and writing
- ▲ Love of music literacy.

Assessment criteria

- ▲ Assess the learners' competence to add bar lines to a rhythm pattern in $\frac{2}{4}$ time. Use Exercise 13 in the Learner's Book, page 102.

The following are the answers to the exercise

- ▲ Assess the learner's competence to translate staff to sol-fa. Use Exercise 14 in the Learner's Book, page 102.

The following are the answers.

- (a) { l d' : || , t . d' : t || . s : l . t | d' : — ||
- (b) { l m . , r : d . d , r | m . f : s | r : . r | f : r | d : m . , r | d : — ||
- (c) { l d : r | m : s || : t | d' : — | d' : l | f . m : r | d : t , | d : — ||
- (d) { l m : s | d' : r' | t : d' | s : — | s : m | d : s , | s , : l , . t , | d : — ||

- ▲ Assess the competence of the learners to sing at sight short melodies written in staff to sol-fa in $\frac{4}{4}$ time and with rests. Use Exercise 15 Learner's Book, page 103.

Award marks for **pitch** and **rhythm**.

2.11. Singing melodies to sol-fa, respecting note values, rests, $\frac{4}{4}$ time signature and bar lines.

Lesson competence

The learner should be able to:

- ▲ interpret rest.
- ▲ interpret sol-fa punctuation.
- ▲ interpret bar lines, in $\frac{3}{4}$ time while singing staff music to tonic sol-fah.
- ▲ write short melodies in staff from dictation

Life skills and values

- ▲ Music reading and writing.
- ▲ Love of music literacy.

Resources

- Teacher's Guide
- Audiovisual devices.
- Tuning fork
- Learner's Book.
- Rulers, rubbers, pencils
- Keyboard

Methods

- ▲ Group work
- ▲ Role play
- ▲ Notation method
- ▲ Guided discovery

Lesson steps

- ▲ Guide the learners to form pairs and act a dialogue in the Learner's Book, pages 103-106.
- ▲ Guide the learners to learn the **The Motto song**.
- ▲ Guide the learners to provide answers orally in Exercise 15 page 107.

Assessment criteria

- ▲ Assess the learner's competence to transcribe melodies from staff to tonic sol-fa. Use work in Exercise 16 pages 107-109 of the Learner's Book. Remember, in the exercise the time signature is $\frac{3}{4}$.

Answers to the Exercise

- (a) { | m : s . , m : r | d : - : d | r . m : f . m : r | d : - : - ||
- (b) { | s : l : - || : f : m | r : m . d : r . , d | d : - : - ||
- (c) { | d' : s : m || , s . m , f : r : r | s : - . s , m : r | d : - : - ||
- (d) { | d : t : d | r : - : - | m . s , l : s : t | d' : d' : - ||
- (e) { | m : - : r . m | f : - : m . s | r : - : r | d : - : - ||

- ▲ Guide the learners to do the aural tests in Exercise 3, page 108, Learner's Book. Give them guidance to mark their answer.

- ▲ Assess the learners' competence to sing short melodies in $\frac{3}{4}$ time at sight. (Use the melodies in the Learner's Book, page 109.)

Note: Always insist on the addition of a double bar in written exercises.

2.12. Singing melodies to sol-fa observing

- ▲ note values
- ▲ rest
- ▲ $\frac{4}{4}$ time signature
- ▲ bar lines

Learner's Book, page 109

Lesson competences

The learner should be able to:

- ▲ interpret notes values.
- ▲ interpret rests.
- ▲ interpret sol-fa punctuation.
- ▲ interpret bar lines, in $\frac{4}{4}$ time while singing staff music to tonic sol-fa.
- ▲ write short melodies in staff from dictation.

Life skills and values

- ▲ Music reading and writing.
- ▲ Love of music literacy.

Resources

- Teacher's Guide
- Learner's Book
- Audiovisual devices
- Rulers, rubbers, pencils
- Tuning fork
- Keyboard

Methods

- ▲ Group work
- ▲ Notation method

- ▲ Aural dictation

Lesson steps

- ▲ Guide the learners to form groups and perform the activities in Activity 2.29, Learner's Book, page 110.
- ▲ Guide the learners to read aloud all the steps in Activity 2.30, Learner's Book, page 111.
- ▲ Guide the learners to do Activity 2.31, Learner's Book, page 115. Pay particular attention to neatness.
- ▲ Guide the learners a memorable experience to close Unit 2 by guiding them to sing the song : The **Cheapest Drug**.

Assessment criteria

- ▲ Assess the learners' competence to translate and write short melodies from staff to tonic sol-fa. Use Exercise 16 on pages 112-113 in Learner's Book.

Answers to the exercise

(a) { l m . f : s l l . s : s l d : t, l . t l d' : _ ||

(b) { l s : . f l m : d l r : m . r l d : _ ||

(c) { l d : m l s : d l m : r . d, t l d' : _ ||

(d) { l s : d' . t l d' : s l l ., s : l . t l d' : _ ||

(e) { l d : d, t, d, r l m : s l s . m : l . r l d' : _ ||

Assess the learner's competence to write down short melodies from dictation.

Use material in Exercise 17:1 Transcription 2. Ear tests, Learner's Book, pages 112-113.

- ▲ Assess the learner's competence to sight sing short melodies written in staff in $\frac{4}{4}$ time. Use the melodies in Exercise 17:3. Sight singing. Learner's Book, page 114.

- | | |
|----------------|---------------------------|
| 3. Dow = F | 4. $\frac{3}{4}$ |
| 5. Triple time | 6. Beats 2 and 3 are weak |

Activity 6

1. The song is about what we do to change the pitch of a drum.
2. You tighten the skin when you want to sound the drum high.
3. The vibration become more speedy.
4. When the skin is relaxed the pitch goes down.
5. Physics
6. 3 beats in a bar
7. The first double bar ends the first section of the song. The second || ends the double song.
8. Waltz dance

Activity 7

Assess this exercise by making **pitch** and **rhythm**.

1. A symbol that represents a period of silence in music.
2. Sixteen bars.
3. (a) Simple duple time
(b) Two crotchet beats in a bar.
4. Rests appear in
 - (i) bars (iv) bar 10
 - (ii) bar 8 (v) bar 11 (vii) bar 13
 - (iii) bar 10
 - (vi) bar 12 (ix) bar 16
5. The rests used make the rhythm jerky. The singer behaves as if she is sobbing.

6. Assess the fluency and confidence of the learner.

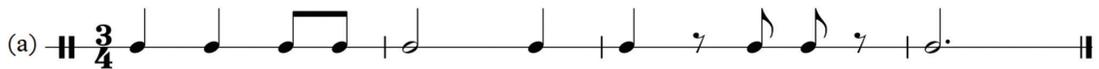
Activity 9

1. Education should be given to all without discrimination.

2. Rests occur in:

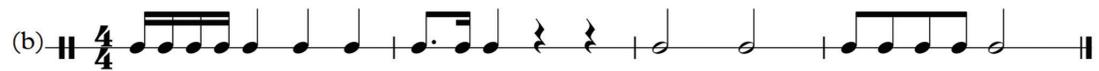
- (i) bar 4 (ii) bar 16 (iii) bar 22 (iv) bar

3.



4. Assess pitch and rhythm in sign singing.

Activity 10



5. bars: 4, 7, 15

Similarities

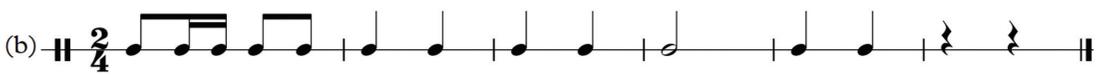
- 6. (a) bars 3 and 4 the music is the same in both rhythm and pitch.
- (b) bars 6, 7, 8 the music is the same.

Difference

- (a) Verse 1 beat 3 has a dotted note. But verse 3 beat 3 has no dotted note.
- (b) Verse 1 bar 2 has sustained beats. But verse 2 bar 2 has no sustained notes etc.

Activity 13 (Adding bar line)

(a) 

(b) 

(c) 

(d) 

(e) 

Activity 14 (Translating to sol-fa)

(a) In C

{ l d' : | l , t . d' : t | l . s : l . t | d' : - ||

(b) In F

{ l m ., r : d . d , r | m . f : s | l ., s : f . m , r | d : - ||

(c) In F

{ | d : . d | m : d | r : r | f : r | m : . m | s : m | d : m , r | d : - ||

(d) In C

{ | d : r | m : s | l : t | d' : l | d' : l | f . m : r | d : t , | d : - ||

Activity 15 (Sight singing)

Observe pitch and rhythm, bar by bar.

Activity 16: Transcribing into sol-fa

(a) In C

{ | m . f : s | l . s : s | d' : t , l . t | d' : - ||

(b) In G

{ | s : . f | m : d | r : m . r | d : - ||

(c) In F

{ | d : m | s : d' | m' : r' . d' , t | d' : - ||

(d) In C

{ | s : d . t | d' : s | l . s : l . t | d' : - ||

(e) In G

{ | d : d . d , r | m : s | s . m : l . r' | d' : - ||

Unit **3** INTRODUCTION TO DRAMA

ITEM	Unit Three: INTRODUCTION TO DRAMA
Number of lessons	12 periods
Introduction	Drama is the art of forming or writing and presenting plays. These are tragedy, comedy, tragicomedy and development theatre.
Classroom environment	Whole class orientations, the groups and individual work. There should be enough space for role-playing and demonstration.
Equipment required	Video and audio-visual prayer. DVDs and CDs, written plays.
Activities	<ul style="list-style-type: none"> ▲ Reading and spelling new words. ▲ Listening to and watching recorded plays. ▲ Discussing and analysing.
Competence practised	<ul style="list-style-type: none"> ▲ Describe the types of drama. ▲ Reading and spelling new words. ▲ Define elements of drama. <ul style="list-style-type: none"> - plot, theme, character and spectacle. ▲ Critical thinking while discussing plays. ▲ Appreciation while analysing drama. ▲ Teamwork while staging in drama.

Language practised	<p>Tragedy is used in the drama skits to mean a serious play.</p> <p>Comedy is used to mean plays that are humorous.</p> <p>These are words practised like; character, theme, plot, spectacle and so on.</p>
Vocabulary acquisition	<ul style="list-style-type: none"> ▲ Types of drama <ul style="list-style-type: none"> - Tragedy, comedy, tragicomedy and development theatre. ▲ Elements of drama <ul style="list-style-type: none"> - Plots, theme, characters, spectacle
Numeracy	<ul style="list-style-type: none"> ▲ Counting the number of characters in a play, counting how many elements of drama. ▲ Counting the different types drama.
Study skills	<ul style="list-style-type: none"> ▲ Listening ▲ Watching ▲ Self discovery ▲ Teamwork ▲ Performing
Learning outcome	<ul style="list-style-type: none"> ▲ Know concepts in drama. ▲ Distinguish different types of drama. ▲ Know the different participants in a dramatic presentation. ▲ Observation of performances to develop the ability to judge what is good or bad. ▲ Appreciating drama as a means of expression. ▲ Show respect for the performance of plays.
Cross-cutting issues	<ul style="list-style-type: none"> ▲ Gender by giving boys and girls equal roles and opportunities. ▲ Environment: A piece of drama encouraging and mobilising in Learner's Book, page 128.
Assessment criteria	Setting different activities and exercises at every topic.

Learner's Book, page 119.

Key unit competency: The learner describes the different types of drama.

Learning outcomes

Knowledge and understanding to be developed:

- ▲ Describing the concepts used in drama.
- ▲ Distinguishing different types of drama.
- ▲ Recognising the different participants in dramatic presentation.

Skills to be developed

The learner should be able to:

- ▲ understand the concepts used in drama to create a play so that the learner can perform the roles.
- ▲ observe performance to develop the ability to critique.

Attitude and values to be developed

A learner should be able to:

- ▲ appreciate drama as a means expression.
- ▲ show respect for the performance of the plays.

Teaching methodology

- demonstration
- role-play
- question and answer
- guided discussion
- discovery

Teaching and learning instructional materials

- Collection of plays
- DVD, CD
- Books of sketches

Content

- Types of drama
 - tragedy
 - comedy
 - tragicomedy

- Elements of drama
 - plot
 - theme
 - characters
 - spectacles
- Staging in drama

Links to other subjects

- ▲ Physical education
- ▲ Special education needs

A learner with special education needs can participate where he/she feels comfortable.

3.1. Composition and acting

Lesson steps

Step 1: Introduce the lesson by asking the learner **what is drama?**

Step II: Let the learners discuss what is drama as you guide their discussion.

Step III: Guide the learners discuss the importance of drama.

Step IV: In small groups, guide the learner to role-play any part in play of his or her choice in 5 minutes.

Teacher's Notes

What is drama?

Drama is the art of forming/writing and presenting plays.

Why do we do drama?

- ▲ To express someone's feelings.
- ▲ It is used as a tool to change behaviour and promote culture.
- ▲ It is a source of income.
- ▲ It is an entertainment.
- ▲ It is a tool for communication and education.
- ▲ Drama is also used as a mirror to show bad and good things in the society and let the society change.

Links to physical education

Allow a learner to do some body fitness exercises in the physical education before he or she starts acting.

This will help the learner to warm-up his or her body and this will enable him or her to be flexible in case of any movement or gesture.

Structure of a play

This is the way a play is organised. The type of structure will determine the type of drama you are going to present.

Each type of drama is organised in a different way from the other, for example, tragedy plays have different structures from comedy.

Types of drama

Inform the learner the different types of drama, that is tragedy, comedy, tragicomedy and theatre for development.

Assessment criteria

Assess the learner whether he or she can define drama and the benefit of drama.

Use questions in the Learner's Book, page 123.

Answers to Activity 1 in Learner's Book, page 123.

1. Drama is the art of forming/writing and
2. Pick any three from the list on pages 120-121 of the Learner's Book.
3. This is the way a play is organised.

3.2. Types of drama: Tragedy

Teaching methodology

- explanation
- role-play
- guided discussion

Teaching and learning materials

- Collection of plays
- DVD
- CD

Lesson steps

Step 1: Introduce the word tragedy and let the learner read and spell the word.

Step II: Guide the learner to get the meaning of the tragedy plays by watching a recorded tragedy play.

Step III: Guide the learners in groups. Present a sketch play about tragedy and let the learners describe the lay sketch.

Step IV: Guide the learners to discuss the structure of the presented play.

Teacher's Notes

What is a tragedy play?

This is a play characterised by great suffering and always ends in sadness.

Tragedy plays are organised in such a way that the actors/actresses start in good life but as the play develops this changes. By the time the play ends, the actor or actress is in total sadness.

Get one play in your collections and guide the learner to discuss the play. It might be recorded on DVD, CD or from books of sketches.

Assessment criteria

The learner can be assessed to know whether he/she knows the word tragedy plays.

You can use these sample questions.

Answers to Exercise 2 in the Learner's Book, page 124.

1. It has a lot of sufferings and ends in sadness.
2. It begins in suffering and ends in suffering.

3.3. Comedy

Teaching methodology

- explanation
- role-play
- guided discussion

Teaching and learning materials

- Collection of plays
- DVD
- CD

Lesson steps

Step 1: Introduce the word comedy to the learner and let him/her read and spell the word.

Step II: Guide the learner to know the meaning of comedy plays.

Step III: Let the learner watch a comedy play from the DVD or CD.

Step IV: Guide the learners in small groups. Present a sketch play about comedy and let each learner describe played sketch.

Step V: Guide the learner to discuss the structure of the presented play

Teacher's Notes ‘

What is a comed play?

These plays are usually amusing. In most cases, they end in happiness.

These plays are always organised in a way that they are full of entertainment and full of jokes which make the audience laugh at every line in the play.

Assessment criteria

You can assess the learner by asking questions in the Learner's Book, page 125.

Answers to Exercise 3 in the Learner's Book, page 125.

- ▲ This is a play with a lot of amusements and jokes.
- ▲ It begins and ends in happiness.

3.4. Tragicomedy

Teaching methodology

- explanation
- role-play
- guided discussion

Teaching and learning materials

- Collection of play
- DVD
- CD

Lesson steps 1

Step 1: Begin the lesson by introducing to the learner the new word tragicomedy.

Let the learner read and spell the word.

Step II: Guide the learner to know the meaning of the word tragicomedy. These are two words tragedy and comedy.

Step III: Let the learner watch a tragicomedy play from the DVD or CD.

Step IV: In small groups, guide the learner to present a sketched play from your collections and let the learner describe the play.

Step V: Guide the learner to discuss the structure of the play.

Teacher's Notes

What is a tragicomedy play?

This is the combination of both comedy and tragedy. These plays have both exciting and sad moments.

Assessment criteria

Assess a learner by asking him or her questions from the Learner's Book, page 126.

Answers to Exercise 4 on page 126 of the Learner's Book.

- 1 . These plays have both exciting and sad moments.
2. This drama can either begin:
 - ▲ in sadness, happiness and ends in suffering or in happiness, suffering and end in happiness.

3.5. Play for Development Theatre

Teaching methodology

- explanation
- role-play
- guided discussion
- field work

Teaching/learning materials

- Collection of play
- DVD
- CD

Lesson steps

- Step I:** Begin the lesson by introducing the words development theatre. Let the learner read and spell the new words.
- Step II:** Guide the learner to know the meaning of the word development theatre.
- Step III:** Let the learner watch a development theatre play from the DVD or CD.
- Step IV:** In small groups, guide the learner, present a sketch play about development theatre play and let him/her describe the played sketch.
- Step V:** Guide the learner to discuss the structure of the presented play.

Teacher's Notes

What is development theatre?

Development theatre is a drama written for developmental issues within society.

- Theatre for development plays are live performances when the audience is watching.
- The main purpose of these plays is to communicate an educative development message in an entertaining manner. Theatre for development contains techniques of participatory approach. It allows the audience to participate in the delivery of educational and developmental message.
- Theatre for development is also used as a tool in solving and empowering the society to change its behaviour. Therefore, when composing a play, the theme should be in development.

You can write a play for theatre for development on any issue within the society.

As the play goes on, you can as well involve some members from the audience to help you deliver the desired message to the society.

Assessment criteria

Assess the learner by asking some questions in Learner's Book, page 127.

Answers to the exercise 5 in the Learner's Book, page 127.

1. Development theatre is a drama written for developmental issues within society.
2. Any of these: comedy, tragedy, tragicomedy and development theatre.
3. Comedy are for leisure, development theatre for developmental issues.

3.6. Elements of drama

Teaching methodology

- Explanation
- Discussion
- Guided discovery

Lesson steps

Step 1: Introduce the lesson by asking the learners to read and spell the word elements.

Step II: Guide the learners to understand the meaning and know elements of drama, for example, *plot*, *theme*, *character* and *spectacle*.

Step III: Let the learner recorded drama on the DVD or CD.

Step IV: Guide the learner to develop a storyline.

Teacher's Notes

You are going to the assist/guide the learners to know the elements of drama. These are the things which make a good play.

- ▲ You see the recorded drama for the learner to watch.
- ▲ Guide the learner o identify the different elements in a drama.

3.7. Plot

Teaching methodology

- explanation
- observation
- guided discovery
- guided discussion

Lesson steps

Step 1: Introduce the lesson by asking the learner to read and spell the word **plot**.

Step II: Guide the learner to know and understand the meaning of the word plot as an element of drama.

Step III: Guide the learner to listen to a recorded drama and in small groups. Let the learner be able to tell the storyline in the play.

Teacher's Notes

What is a plot in a play?

- This is the storyline from the beginning of the play to the end.
- Plotting is the sequency of events in scenes and sub-scenes, each one contributing and developing the theme to the climax.
- Therefore, plotting is the logical growth of the story from the beginning to the end. Plotting can be in three parts.
- The first part of the plot should have;
 - (a) The introduction, that is identify the problem.
 - (b) The second part should have the body.

This is when you address the problem and how it can be solved. The play might have both the **protagonist** who is a **good character** and the **antagonist** who is a **bad character**. These two characters could be used to depend on the type of drama you want to present.

- (c) Third part is the conclusion.

The play should end when it has suggested the solution to the problem.

The lesson learnt in the play should be very clear and well developed.

The play should reach a visible climax.

Climax: This is When the intended feeling or mood is at its best.

Assessment

Let the learners watch a recorded drama and list the different events (plots).

3.8. Theme

Teaching methodology

- explanation
- guided discussion
- guided discovery
- group work
- observation

Lesson steps

Step 1: Introduce the lesson by asking the learner to read and spell the word *theme*.

Step II: Guide the learner to know and understand the meaning of the word theme as element of drama.

Step III: Guide the learner to listen to a recorded play and in small groups be able to identify the theme of the play.

Teacher's Notes

Theme: This is the running of an idea you wish to base your composition.

Before you start writing a play, you must have a theme. This will help you to develop your ideas and then come up with a good storyline.

Assessment criteria

Let the learner listen to or watch a recorded play and identify the theme.

3.9. Characters

Teaching methodology

- explanation
- observation
- guided discussion
- group work

Lesson steps

Step 1: Introduce the lesson by asking the learner to read and spell the word character.

Step II: Guide the learner to know and understand the meaning of the word character as an element of drama.

Step III: In small groups, guide the learners to:

- (a) Listen to recorded play and identify the different characters.
- (b) Read a written play and identify the characters.

Step IV: Guide the learner to list all the characters found in a play.

Teacher's Notes

What are characters?

These are the different roles in a piece of drama. These roles are assigned to different people. The people who take up these different roles are called **casting**.

These character are the ones who are supposed to bring out the message in the play.

Assessment criteria

- ▲ Let the learners listen or watch a recorded drama and identify the character.

Answers to Activity 6 in the Learner's Book, page 133.

1. Any of the following: plot, theme, character.
2. This is the relationship of series of events which make up a story.
3. These are different roles in a piece of drama.
4. A theme is a subject or a topic you wish to talk about.
5. These are the names of people taking different roles in a play.
6. Anything presented on stage to be seen by the audience.
7. Comedy, tragedy, tragicomedy, development theatre.

3.10. Spectacle

Teaching methodology

- explanation - observation
- group work

Lesson steps

Step 1: Introduce the lesson by asking the learner to read and spell the word *spectacle*.

Step II: Guide the learner to know and understand the meaning of the word *spectacle*.

Step III: By using the recorded play on DVD, guide the learners to observe and discuss the spectacle of the play. This can be in small groups.

Teacher's Notes

What is a spectacle?

Anything presented on stage to be seen by the audience.

When you perform drama on stage that is a spectacle.

You should therefore make sure that what you put on stage to be seen or viewed by the audience is good.

In order to have a good spectacle, all the elements of drama should be well considered.

Assessment criteria

Let the learner watch a recorded play and tell the spectacles and assess the spectacles accordingly.

3.11. Staging in drama

Teaching methodology

- guided discussion
- observation

Lesson steps

Step 1: Introduce the lesson by asking the learner to read and spell the words staging in drama.

Step II: In small groups:

Give out copies of the selected plays and guide the learner to pick a character of his or her choice.

Step III: Guide the learner as he or she rehearses the play.

Step IV: Let each group present their play as other groups are watching.

Note: The presentation can be done in two lessons.

Step V: Guide the learner to discuss the different participants in a dramatic presentation.

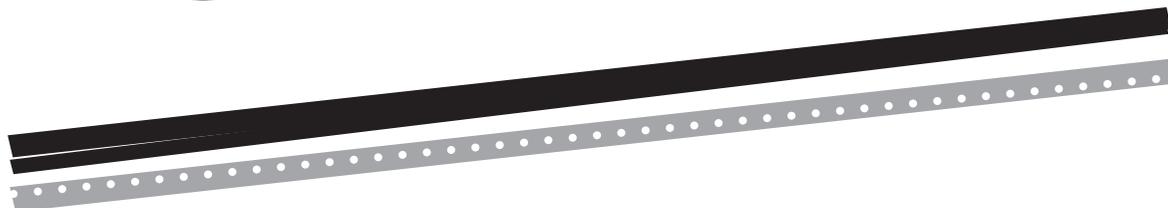
Teacher's Notes

- ▲ You need to arrange the different plays to be given out.
- ▲ Create small groups and guide the learner to pick any character of his/her choice.
- ▲ Give chance to learners with special education needs also to take on simple roles.
- ▲ Guide the learner as the rehearsal goes on to develop the character.

Assessment criteria 1

Discuss and evaluate the performance using the **evaluation guide** in the Learner's Book, page 134.

Unit **4** COMPOSING AND PERFORMING SKETCHES IN KINYARWANDA



ITEM	Unit Four: COMPOSING AND PERFORMING SKETCHES IN KINYARWANDA
Number of lessons	12 periods
Introduction	This unit is about composition and performance of sketches in Kinyarwanda. It involves generation of ideas on how to compose story, write sketches.
Classroom organisation	Learners will most of the time be seated in groups. It is preferable that they sit outside where there is enough space for acting and practising their sketches. The teacher must visit all groups and assist them from time to time.
Equipment required	Amongst equipment required will be:- <ul style="list-style-type: none"> - Stuff for make-up - CDs (Audio) - DVDs - Flashcards - Photographs - Still pictures - Films - Collection of sketches and drama starters

Activities	The following activities will be done by the learners:- <ul style="list-style-type: none"> - creating story lines - converting story lines to sketches. - writing scripts. - practising their sketches. - performing their sketches.
Key competence	Learners should be able to compose and perform sketches in Kinyarwanda with emotions.
Language practice	Learners will get involved in the following language practices:- <ul style="list-style-type: none"> - reading and spelling new words like love, faith, education, peace building, drug abuse, alcoholism and delinquency juvenile sexuality.
Vocabulary acquisition	This will be achieved as learners use Kinyarwanda words in the scripts to communicate dramatically. A glossary to express difficult terms has been included.
Numeracy	Learners will: <ul style="list-style-type: none"> - count the number of characters. - count the sketches written. - award marks to the presented scripts.
Study skills	These will be acquired through:- <ul style="list-style-type: none"> - group work, as they create ideas together. - individual learning, as each learner learns his or her lines by heart. - pair work, as learners practise dialogues. - critical observation, as learners critically observe their sketches.
Learning outcomes	Knowledge and understanding <ul style="list-style-type: none"> - apply the structure of a sketch. - make a difference between a sketch and story. Skills <ul style="list-style-type: none"> - convert stories into sketches. - act out the sketch before and audience.

	<p>Attitude and values</p> <ul style="list-style-type: none"> - develop a sense of creativity. - increase self-confidence and awareness. - shape determination and decision making. - Deepen the taste of drama. - Develop friendliness and self-control.
Links to other subjects	<ul style="list-style-type: none"> - New vocabulary (Language) Learners will meet new words to learn, read, writes, pronounce etc in the scripts. - Self-control (in Citizenship) and Social Studies) Learners will learn to control their actions and emotions as they practise their lines during rehearsals. - Body fitness in Physical Education. The various movements on and off the stage plus the speed at which learners have to move will make them physically fit.
Cross-cutting issues	These will be realised as learners team up to generate ideas on how to include each of them in their drama sketches and skits.
Assessment criteria	<p>Assessment will be done through the following ways:-</p> <ul style="list-style-type: none"> - peer assessment <p>Learners will adjudicate their own drama pieces.</p> <ul style="list-style-type: none"> - Teacher assessment <p>The teacher (and other resource persons, if possible) will assess the learners' performance.</p> <ul style="list-style-type: none"> - Written exercises - A number of written and performance activities have also been included throughout the topic.

Key unit competence: Be able to compose and perform sketches in Kinyarwanda with emotions.

Content : Composing sketches on topics like love, faith, education, peace building, alcoholism and delinquency juvenile.

General learning outcomes

Knowledge and understanding

- ▲ Know the structure of the sketch.
- ▲ Understand the difference between a *sketch* and a *story*.

Skills

A learner should be able to;

- ▲ convert a story into a sketch.
- ▲ act out the sketch before an audience.

Attitude and values

- ▲ Develop sense of creativity.
- ▲ Increase self-confidence and awareness.
- ▲ Shape determination and decision making.
- ▲ Deepen the taste of drama.
- ▲ Develop friendliness and self-control.

Links to other subjects

- ▲ New vocabulary in language
- ▲ Self-control in citizenship and Social Studies.
- ▲ Body fitness in Physical Education.

4.1. Composing sketches

Lesson competences

The learner should be able to:-

- ▲ Have knowledge on composing sketches.
- ▲ Create dialogues from a story.

Teaching methodology

- explanation
- guided discussion
- discovery

Teaching and learning materials

- ▲ Storybooks
- ▲ Collection of sketches

Lesson steps

Step 1: Introduce the lesson and guide the learner to:

- Read and spell the words sketch and dialogue.
- Learn the meaning of drama sketch and dialogue.

Step 2: Guide the learner to:

- Read through the sketch on page 139 of Learner's Book.
- Read through the story in the Learner's Book, page 140.

Step 3: Guide the learner to:

- Read through the sketch on Learner's Book, page 139 developed from the story.

Assist the learner to develop his or her characters for better message delivery.

Character

A character is a person who acts in a play.

A male character is called an **actor** while a female one is an **actress**.

Characters play a big role in expressing the meaning of the play. If they act with real facial and body expressions, the meaning will be exact. However, meaning may change if the expressions are inappropriate.

When selecting characters, one must select such who are similar to the people in the community. The community needs to learn from the play presented. If the ideas in the play are far from what the community understands, they may not get the lesson well.

Types of characters

In any play, there must be characters with the following qualities:-

- (a) **Good characters**- (Also called **protagonists**). The audience likes them and wants to copy their behaviour.
- (b) **Bad characters** - (Also called **antagonists**). The audience dislikes them. They try to avoid their bad behaviours.
- (c) **Transitional characters**- These characters change behaviour from bad to good. It is advisable to plot a play where characters change from bad to good behaviour. If it is the other way round, the audience may get confused. They may want to copy the bad behaviours of a character who turns bad.
- (d) **Supportive characters** - These ones help the good and transitional characters to maintain and pass on their behaviour.

Assessment criteria

Assess the learner with the exercises 1 and 2 on pages 138 and 141 respectively in the Learner's Book.

Answers to Activity 1

1. Drama refers to the expression of ones feeling through acting.
2. Formal drama and informal drama.

Answers to Activity 2

1. A character is a person who acts in a play.
2. A dialogue is a conversation between two people or more.

4.2. Compose sketches relating to love and faith

Lesson competences

The learner should be able to:-

- ▲ Develop a story relating to love and faith.
- ▲ Compose and write a sketch.
- ▲ Perform the sketch.

Teaching methodology

- explanation
- role-play

- guided discussion
- discovery

Teaching and learning materials

- ▲ Storybooks
- ▲ Collection of sketches
- ▲ Film
- ▲ DVD

Lesson steps

Step 1: Introduce the lesson and let the learner read and spell the words love and faith.

Step 2: Guide the learner to get the meaning of love and faith.

Step 3: Guide the learner to:

- Read through the sketch in the Learner's Book, page 142.
- Choose a role and rehearse it.
- Act the sketch.

Teachers notes

- Love
- Faith

Guide the learner to choose the roles in a sketch and act them properly.

Assessment criteria

- Assess the learners by giving enough activities, read different sketches and act them out.

4.3. Compose sketches relating to love and faith.

Lesson competences

The learner will be able to:

- ▲ Compose a story in Kinyarwanda related to faith and love.
- ▲ Compose a sketch.
- ▲ Perform a sketch.

Teaching methodology

- explanation
- guided discussion
- role-play

Teaching and learning materials

- ▲ Storybooks
- ▲ Collection of sketches

Lesson steps

Refer to the activity 4.5 on page 143 in the Learner's Book.

Step 1: Guide the learner in small groups to:

- Develop a simple story relating to love and faith.

Step 2: Compose a dialogue from the story.

- Compose and write a sketch.

Step 3: Act out a sketch.

Teachers notes

- Assist the learner to develop the character.
- Arrange and organise the dialogue for a better flow of message in the sketch.

Assessment criteria

Assess the learner by giving enough activities in composing simple stories.

4.4. Compose a sketch relating to Education.

Lesson competences

The learner should be able to:-

- ▲ Develop a story related to Education.
- ▲ Compose and develop a sketch.
- ▲ Perform the sketch.

Teaching methodology

- explanation
- role-play
- guided discussion

Teaching and learning materials

- ▲ Storybooks
- ▲ Collection of sketch.
- ▲ Film
- ▲ DVDs and CDs

Lesson steps

Step 1: Introduce the lesson and let the learner read and spell the word *Education* and its meaning.

Step 2: Guide the learner to:

- Read a story in relation to education in the Learner's Book, page 144.
- Develop a dialogue out of the story.
- Develop and write sketch out of the story.

Step 3: Guide the learner to:

- Rehearse the chosen role.
- Act the sketch.

Teachers notes

Guide the learner to chose the roles in a sketch and act it properly.

Assessment criteria

- ▲ Assess the learner by giving enough activities to compose stories and develop sketch.

4.5. Compose a story in Kinyarwanda related to education.

Lesson competences

The learner should be able:

- ▲ Compose a story in Kinyarwanda.
- ▲ Compose and develop a sketch.
- ▲ Perform the sketch.

Teaching methodology

- explanation
- guided explanation
- role-play

Teaching and learning materials

- ▲ Storybooks
- ▲ Collection of sketches
- ▲ DVDs

Lesson steps

Step 1: Guide the learner to compose a story in Kinyarwanda related to education.

Step 2: Guide the learner:

- Develop a dialogue from the story.
- Compose a sketch from composed or books of stories.

Step 3: Guide the learner to:

- Choose a role.
- Act out of the sketch.

Assessment

Give enough activities to the learner to develop the skills in composing sketch.

4.6. Compose a sketch relating to peace building.

Lesson competences

The learner should be able to:-

- ▲ Develop a story related to peace building.
- ▲ Compose and write a sketch.
- ▲ Perform the sketch.

Teaching methodology

- explanation
- role-play
- guided discussion
- guided discovery

Lesson steps

Step 1: Introduce the lesson by asking the learner to read and spell the words peace building and the meaning.

Step 2: Guide the learner to:

- Read a story relating to peace building.
- Develop a dialogue out of the story.
- Develop and compose a sketch from the story.

Step 3: Guide the learner to:

- Rehearse the chosen roles.
- Act the sketch

Teachers notes

Peace

Building

Guide the learner to choose a role in a sketch and act it out.

Assessment criteria

Assess the learner by giving enough activities to compose stories and develop sketches.

4.7. Composing a sketch in relation to peace building.

Lesson competences

- ▲ Compose a story in Kinyarwanda.
- ▲ Compose a sketch in Kinyarwanda.
- ▲ Perform the sketch.

Teaching methodology

- explanation
- guided discussion
- guided discovery

Teaching and learning materials

- ▲ Books of stories
- ▲ DVD and CD.

Lesson steps

Step 1: Guide the learner to:

- Compose a story in relation to peace building in Kinyarwanda.
- Read story from the book of stories in small groups.

Step 2: Guide the learner to:

- Develop dialogue from the story.
- Compose and write a sketch from the composed story.
- Discuss the composed sketches.

Step 3: Let the learner:

- Choose a role from the sketch.
- Act out the sketch.

Assessment criteria

Give the learner enough activities in composing sketches related to peace development.

Special needs

Assist the learners with special education needs to participate depending on him or her abilities.

4.8. Compose a sketch relating to Drug Abuse.

Lesson competences

The learner should be able to:-

- ▲ Develop a story relating to Drug Abuse in Kinyarwanda.
- ▲ Compose and write a sketch.
- ▲ Perform the sketch.

Teaching methodology

- explanation
- role-play
- guided discussion
- guided discovery

Teaching an learning material

- ▲ Books of stories

Lesson steps

Step 1: Introduce the lesson and let the learner read and spell the words **drug abuse** and the meaning.

Step 2: Guide the learner to:

- Read a story related to drug abuse in the Learner's Book, page 148.
- Develop a dialogue out of the story.
- Develop and write a sketch out of the story.

Step 3: Guide the learner to:

- Rehearse the chosen role.
- Act the sketch.

Teachers notes

Drug

Abuse

Guide the learner to choose the role in a sketch and act it properly.

Assessment criteria

Assess the learner by giving enough activities to compose stories and develop sketches.

4.9. Compose a sketch in Kinyarwanda

Lesson competences

The learner will be able to:

- ▲ Compose a story in Kinyarwanda.
- ▲ Compose and write a sketch.
- ▲ Perform the sketch.

Teaching methodology

- explanation
- discussion
- role-play

Teaching and learning materials

- ▲ Storybooks.
- ▲ DVD and CD

Lesson steps

Step 1: Guide the learner in small groups to:

- Compose a story in Kinyarwanda related to drug abuse.

Step 2: Guide the learner to:

- Develop a dialogue from the story.
- Develop and write a sketch from the story.

Step 3: Let the learner:

- Choose a role in sketch.
- Act out the sketch.

Assessment

Give the learner enough activities to develop the skills in composing and performing sketches.

4.10. Composing a sketch in Kinyarwanda related to sexuality.

Lesson Competences

The learner should be able to:-

- ▲ Compose a story in Kinyarwanda.
- ▲ Compose a sketch out of a story.
- ▲ Perform a sketch.

Teaching methodology

- explanation
- role-play
- guided discussion
- discovery

Teaching and learning materials

- ▲ Storybooks
- ▲ Collection of sketches
- ▲ Films
- ▲ CD and DVD

Lesson steps

Step 1: Introduce the lesson by guiding the learner to read and spell the word *sexuality* and get its meaning.

Step 2: Guide the learner to:

- Read through the sketch in the Learner's Book, page 150.
- Choose the role and act it out.

Step 3: Guide the learner to:

- Compose a story in Kinyarwanda relating to sexuality.

- Develop a dialogue from the story.
- Compose and write a sketch out of the story.

Step 4: Guide the learner to:

- Choose the role and rehearse it.
- Act it out.

Teachers notes

Sexuality: The feelings and activities connected with a person sexual desires.

Guide the learners to watch sketches on DVDs and CDs. Also to read books of stories and other collection of plays.

Assessments criteria

Assess the learner by giving enough activities of composing stories, sketches out of stories and performing sketches.

4.11. Composing a sketch in Kinyarwanda relating to alcoholism and delinquency juvenile.

Lesson competences

The learner should be able to:-

- ▲ Compose a story in Kinyarwanda.
- ▲ Compose a sketch out of a story.
- ▲ Perform the sketch.

Teaching methodology

- explanation
- role-play
- guided discussion
- discovery

Teaching and learning materials

- ▲ Storybooks
- ▲ Collection of sketch
- ▲ Films

▲ DVD and CD

Lesson steps

Step 1: Introduce the lesson by guiding the learner to read and spell the words *alcoholism* and *delinquency juvenile* and know the meaning.

Step 2: Guide the learner to:

- Read the story in the Learner's Book, page 151.
- Develop a dialogue from the story.
- Compose and write a sketch out of the story.

Step 3: Choose a role and rehearse it out.

- Act out the sketch.

Teachers notes

Alcoholism: This is the medical condition caused by drinking too much alcohol.

Delinquency: This is a bad or criminal behaviour usually among young people.

Juvenile: This is connected with young people who are not yet adults.

Guide the learners to: read book stories and compose sketches.

- Act out sketches well to bring out the message in the sketches.

Special needs education

Guide and encourage learners with special needs to participate in all activities convenient depending to his/her abilities.

Assessment criteria

Give learners enough activities in composing stories, sketches in performing sketches.

4.12. Composing a sketch in Kinyarwanda related to alcoholism and delinquency juvenile.

Lesson competences

The learner should be able to:

- ▲ Compose a story in Kinyarwanda.
- ▲ Compose and write a sketch.

- ▲ Perform the sketch.

Teaching methodology

- explanation
- discussion
- field work
- role-play

Teaching and learning materials

- ▲ Storybooks.
- ▲ Printed materials
- ▲ Charts
- ▲ DVD's

Lesson steps

Step 1: Guide the learner to:

- Compose a story related to alcoholism delinquency juvenile in Kinyarwanda.
- Develop a dialogue from the story.
- Compose and write the sketch out of the story.

Step 2: Guide the learner to:

- Choose a role in the sketch and rehearse it.
- Act out the sketch.

Assessment criteria

Give enough activities of composing to enable the learner develop the skills in writing and performing sketch.

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