

Music, Dance and Drama

for Rwanda Secondary Schools

Teacher's Guide

Senior Two

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Foreword

Dear Music teacher,

Rwanda Education Board is honoured to present Music teacher`s guide for Senior Two 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.
- 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 Two. 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 CTLRD

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Introduction

General guidance to teachers

Introduction

Music, Dance and Drama

This is the second secondary school level of learners to study Music, Dance and Drama. It is a continued process of the Learners to acquire more necessary skills and knowledge in Music, Dance and Drama. The content of Senior Two is divided into four units. The first unit has 10 periods, the other two 12 periods each and the 4th unit 6 periods. Since MDD is an area of study which is competence based, the teacher should always aim at enabling the learners to acquire knowledge and understanding; skills, values and attitudes. This course should also provide learners with enough practice in order to develop their knowledge and talent in Music, Dance and Drama. Hence giving them an opportunity to become creative, confident, capable to compose and perform MDD.

My goals

Before you use each unit, always first read and understand what the learners will be able to learn and do after using it. This will help you not to waste your efforts on what is not needed at the time. So you have to keep in focus.

Learning by the mind, body and feelings

Since Music, Dance and Drama is an area of study which is by means of acquiring knowledge and understanding, skills, values and attitudes these units require you to always guide and facilitate learners to participate in very many activities as much as they can in order to enable them to become skilled composers and performers progressively.

The teacher's role is to always encourage the learners to practice the generic skills of cooperation, tolerance and respect for fellow learners in order to learn

and perform expressively. Learners will need your guidance in the following categories:

1. Group work

You should form groups according to the class sizes, the teaching space, available materials and the nature of activity to be done. For small classes, you can afford small groups as compared to large classes. Try your best to mix learners with different learning abilities and gender as you form groups. The composition of the groups should keep changing in order to give learners chance to interact and share with different members.

2. Discussions

Learners gain a lot from each other as they get involved in discussions, however, sometimes the learners get over excited for the performance lessons which may disorganise the class so, you must be equally active in classroom control and management, more so when they move out of class. The instructions should be made clear to learners before discussions begin. You also have a task to encourage learners to talk freely and respect each other's opinions.

3. Performance

In every subunit you guide and give a chance to every learner to perform. Do not always forget that performance skills vary in developing from one person to another so always give equal attention even to time takers. If possible you can invite some skilled performers from your community to come and present their compositions to the class and have a guided talk in order to inspire learners by giving a broader chance of learning and understanding Music, Dance and drama.

4. Use of materials

Materials play a very important role in aiding learning and developing learners' skills in MDD. Try out the use of the materials you need for a particular lesson first, before introducing them to the learners in class in order to avoid possible embarrassments when you fail to use them. You can also invite a colleague who knows the application of a material to help you, more so in the use of instruments, computer, and other electronic devices. Try as much as possible to use songs, stories and dances from the local environment as long as you select them carefully to suit the objectives of the lesson and the levels of ability of the learners to learn them.

Always guide the learners to acquire the attitude and value of love and respecting their materials by keeping them safe from damage.

5. Field work

Since music is a cultural product, it already exists in our communities; you will often guide learners to find out more different forms of Music, Dance and Drama they are learning from the community. You will also guide learners on how to do this, for example by use of written notes and electronic recordings if possible. This could be even by use of a mobile phone.

Note: In Unit 1, single lessons of 40 minutes can be taught as a complete period, as well as combining two of them as a double period. Thus even when they are 12 lessons, they can be taught as 6 periods of double lessons.

General guidance on assessment both formative and summative

A cumulative grade should be compiled for each learner's performance exercise (in form of portfolio) as part of continuous assessment. The marks/grades should be awarded according to what the learner can do. The teacher does this through observation of what the learner does and using an assessment sheet awards a mark. For example award a given mark for singing, participation, taking a lead role in the song, composing art works, playing of instruments, acting recitation with expressions, discipline and the general production of the performance whether excellent, very good and good. However avoid negative comments such as **poor, you have no talent** etc. For summative evaluation, learners should be assessed individually in order to judge their skills acquisition; this should be done by assessing the steps involved and the nature of the final work.

Marks scored

Guide learners to compose and perform their own music, dances and drama. Involve them in criticizing their works as they participate in the awarding of the marks.

Guide and facilitate learners to perform their Music, Dances and Drama by both individuals and groups of learners. For the case of group activities, all participants share the mark or grade. Therefore you should encourage all group members to always be active so that they can contribute to the good marks which they will all get. Here is a sample marks awarding guide.

Sample assessment sheet

Name.....

Class Date.....

Guidelines	Comments	Marks
1. Singing and writing correct rhythms and sol-fas (pitches) on the music staff		$\frac{x}{35}$
2. Taking a lead role in a group presentation		$\frac{x}{10}$
3. Participation in group work		$\frac{x}{10}$
4. Composition skills		$\frac{x}{10}$
5. Acting skills; confidence, audibility, use of gestures		$\frac{x}{20}$
6. Discipline and team work		$\frac{x}{10}$
7. Stage use and time management		$\frac{x}{10}$
8. General production; Creativity and impression		$\frac{x}{05}$
		Total $\frac{x}{100}$

The mark for each item in the performance can change depending on your objectives but finally you should come up with the average marks which include the end of term summative assessment results.

Guidance on grading and reporting

The grading and reporting should follow the schools programme.

Content map

Senior two Content map Unit	No. of Periods	Topics	How it will be done	Equipment needed	Activities to do
1	12	Intervals	Group work In pairs Individually	Musical manuals, musical keyboard, tuning folk.	<ul style="list-style-type: none"> • Discuss intervals in groups • Listing intervals one by one • Draw treble staff one by one • Individually place the 8 notes on the treble staff according to their intervals. • Sol-fa notes in their respective intervals one by one then in groups.
2	12	Alteration signs	Group work In pairs Individually	Musical manuals, musical keyboard, tuning folk	<ul style="list-style-type: none"> • Discuss tone and semi-tone in groups • Discuss sharp, flat and natural • Sol-fa the notes respecting the accidentals individually and then in groups. • Discuss the key and key signatures • Individually draw a musical staff and place a sharp or flat as a key signature. • Individually and then in groups sofa-the notes respecting the key signatures.
4	12	Composing and perform sketches in English or French	Group work In pairs Individually	Musical manuals, musical keyboard, tuning folk	<p>Write a sketch group by group</p> <p>Choose a role in the sketch</p> <p>Rehearse the sketch in groups</p> <p>Act out the sketch before an audience.</p>

	Skills to practice	What will be learnt Learners will:
	<p>Listening attentively to note pitches.</p> <p>Sol-fa musical notes respecting their interval</p>	<ul style="list-style-type: none"> • Know the meaning and importance of intervals in music • Identify how to differentiate intervals • Listen attentively to note pitches. • Sol-fa music notes respecting their intervals. • Develop a spirit of patience, endurance, and orderliness • Appreciate how music intervals can be used creatively in music.
	<p>Sol-fa respecting tones and semitones</p> <p>Listening attentively to altered notes</p> <p>Sol-fa respecting the accidentals.</p>	<ul style="list-style-type: none"> • Differentiate a tone and a semitone • Know different accidentals • Identify the roles of accidentals in music • Sing sol-fa respecting tones and semitones • Listen attentively to altered notes. • Sol-fa respecting the accidentals • Appreciate the use of major and minor scales.
	<p>Convert a story in to a sketch</p> <p>Imitate the characters according to the story</p> <p>Compose a sketch</p> <p>Act out a sketch before an audience.</p>	

Sample Lesson Plan

School Name: G.S Ngarama

Teacher's name: Muhirwe Jacqueline

Term	Date	Subject	Class	Unit No.	Lesson No.	Duration	Class size
1	21/2/2007	Music, Dance and Drama	Senior Two	One	1 of unit 1	40 minutes	46
Type of Special Educational Needs and number of learners				<ul style="list-style-type: none"> • One blind girl and lame boy • Two street children 			
Unit title		Intervals					
Key Unit Competence:		Be able to sol-fa musical notes respecting their intervals					
Title of the lesson		Lesson 1: Introduction to Simple Music intervals (Unison and Secondeths)					
Instructional Objective		By the end of this topic, learners should be able to <ul style="list-style-type: none"> • Sol-fa music notes respecting their intervals 					
Plan for this Class (location: in / outside)		The lesson in be in the classroom					
Learning Materials (for all learners)		Materials required: <ul style="list-style-type: none"> • Learners' books and exercise books, music pencils and pens audio -visual recorded songs, DVD, CD player, Keyboard 					
References		<ul style="list-style-type: none"> • Rwanda Education Board,(2015) Music, Dance and Drama Secondary syllabus, Rwanda Education Board, • Oyire Deogratius et al (2016).Music, Dance and Drama for Rwanda Secondary Schools Fountain Publishers, Kampala. 					

Timing for each step	Description of teaching and learning process		Generic competences and cross cutting issues to be addressed such as Gender
	Teacher activities	Learner activities	
Introduction 10 minutes	Pre-lesson activity Step 1: Teach learners the song “Twinkle twinkle Little Star” as a warm up. Step 2: Guide learners to read the introductory notes in the Learner’s Book about simple music intervals.	Pre-lesson activity Step 1: Learners will sing the song Twinkle twinkle Little star as a warm up Step 2: Learners read the introductory notes in the Learner’s Book about simple music intervals.	Cooperation The girls and boys work together as they sing and discuss the meaning of the song work with others.
Development of the lesson 25 minutes	Step 3: Lesson activities In small groups Step 3: Guide learners to get an understanding of two types of Simple music intervals by facilitating them to identify the simple intervals in the song Twinkle Little Star intervals to the learners, later observe picture of a key board and the treble staff in key C-Major. Step 4: Guide learners to use activity 2 to study about intervals. Step 5: Guide learners in small groups to practice the writing of intervals on the treble staff using activity 3 and 4.	Lesson activities In small groups Step 3: Learners get an understanding of two types of Simple music intervals by observe picture of a key board and the treble staff in key C-Major. Step 4: Learners to use activity 2 to study about intervals. Step 5: Learners in small groups practice the writing of intervals on the treble staff and compose their own songs using activity 3 and 4.	Creativity Learners acquire the skill of creativity as they compose their own songs using simple intervals.

Conclusion 5 minutes	Post activity Use activity 5 in the Learner's Book to help the learners to perfect their knowledge and understanding about intervals.	Post activity Learners use activity 5 in the Learner's Book to perfect their knowledge and understanding about intervals as they continue to improve on their song compositions.	Critical thinking The repetitive processes of improving the composed melodies enables the learners to critically think.
Self evaluation	The lesson was well taught however the special needs children still need to be given more time. Strategy; I will meet them after classes for a remedial lesson		

UNIT 1: Intervals

Learning Objectives

By the end of this unit learners should be able to:

- Know the meaning and importance of intervals in music.
- Identify how to differentiate intervals.
- Listen attentively to note pitches.
- Sol-fa music notes respecting their intervals.
- Develop a spirit of patience, endurance, and orderliness.
- Appreciate how music intervals can be used creatively in music.

Key competence:

Learners should be able to sol-fa notes respecting their intervals

Number of periods: 12

Competences:

The learner should be able to:

- Know the meaning and importance of intervals in music
- Identify how to differentiate intervals.
- Listen attentively to note pitches.
- Sol-fa music notes respecting their intervals.
- Develop a spirit of patience, endurance, and orderliness.
- Appreciate how music intervals can be used creatively in music.

Materials required:

- Learners' books and exercise books, music pencils and pens, audio or visual or audio-visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone, Keyboard.

(Look for the commonly available materials in the area)

Methods:

The following methods could be used:

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Pair work.
- Individual work.
- Field work and basic research.

Suggested ways of teaching this unit

Lesson 1: Simple music intervals (Unison and second)

Pre-lesson activity (10 minutes)

- Step 1:** Teach the learners the song **Twinkle Twinkle Little Star** as a warm up but it will also help you to illustrate intervals to learners later.
- Step 2:** Guide learners to read the introductory notes in the Learner's Book about simple music intervals and its activity 1 on page 2.

Answers

1. An interval is a period of time between two activities.
2. Football match and a theatre play.

Lesson activities (25 minutes)

In small groups,

- Step 3:** Guide learners to get an understanding of two types of Simple music intervals by facilitating them to observe picture of a key board and the treble staff in C-Major.
- Step 4:** Guide learners to use activity 2 to study about intervals on page 2. It is important that you bring a key board to class or have a recording of played music interval from a piano.
- Step 5:** Guide learners in small groups to practice the writing of intervals on the treble staff using activity **3 and 4**.

Answers

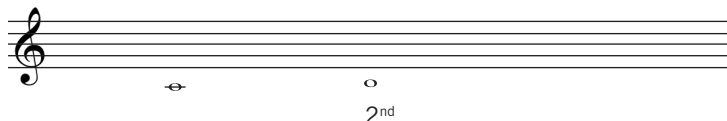
3. 5th

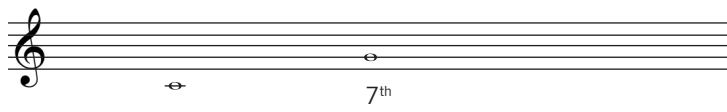
4. 7th

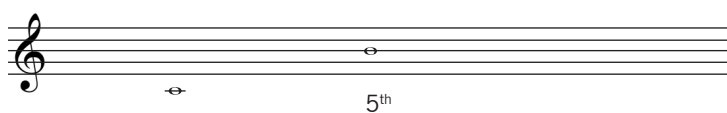
Post activity (5 minutes)


Use activity 5 on page 6 in the Learner's Book to help learners to perfect their knowledge and understanding about intervals.

Answers

2. 

3. 

4. 

5. 

Lesson 2: Major second

Pre-lesson activity

Step 1: Guide learners to sing any song of their choice

Step 2: Review the previous lessons by asking questions that should enable learners to recall what music intervals are such as:

On the key board what are the letters that represent

Unison interval, second, third, fourth, fifth, sixth, seventh and octave intervals?

What are unison and second intervals?

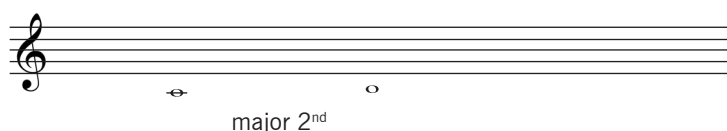
Step 3: Use the notes in the learners book page 7 about types of intervals to enable learners to know and understand the other different types of intervals that exist in under the simple music intervals.

Step 4: Use notes and illustrations on the treble staff and key board for diagram on page 8 to understand the major second interval.

Post activity

Use activity 6 in the Learner's Book on page 9 to help learners to perfect their knowledge and understanding of Major second intervals.

Answers



Lesson 3: Minor second

Pre-lesson activities (10 minutes)

Step 1: Be sure that the choice of learners is effective.

Step 2: Review the previous lessons by asking questions that should enable learners to recall what music intervals are such as:

- On the key board what are the letters that represent unison interval, second, third, fourth, fifth, sixth, seventh and octave intervals.
- What are unison and second intervals.

Lesson activities (25 minutes)

Divide learners in small groups

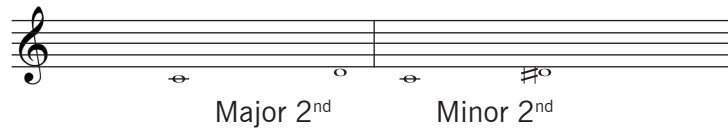
Step 3: Guide them to use the notes in the Learners Book about types of intervals to enable learners to know and understand the types of intervals that exist in under the simple music intervals.

Step 4: Use notes and illustrations on the treble staff and key board diagram on page 9 to understand the minor second interval.

Post activity (5 minutes)

Use activity 7 in the Learner's Book on page 9 to help learners to perfect their knowledge and understanding about Major second and minor second intervals.

Answers



Lesson 4: Major third

Pre-lesson activity (10 minutes)

- Step 1:** Guide learners to sing the song **Oh when the saints go marching in** provided in the Learners Book page 10
- Step 2:** Review the previous lessons by asking questions that should enable learners to recall what major and minor second intervals are such as
- On the key board what are the letters that represent Major second and minor second intervals.

Lesson activities (25 minutes)

Divide learners in small groups

- Step 3:** Use notes and illustrations on the treble staff and key board diagram on page 11 to explain the major third intervals.

Also use activity 8 on page 10.

Post activity (5 minutes)

Use activity 9 in the Learner's Book on page 11 to help learners to perfect their knowledge and understanding about major third intervals.

Use 10 minutes

Lesson 5: Types of intervals (Minor third)

Pre-lesson activity (10 minutes)

- Step 1:** Guide learners to sing the song **So Long Farewell** provided in the Learner's Book page 12
- Step 2:** Review the previous lessons by asking questions that should enable learners to recall what major and minor second intervals are such as

On the key board what are the letters that represent minor third intervals in the Learner's Book page 13.

Lesson activities (20 minutes)

Divide learners in small groups

Step 3: Use notes and illustrations on the treble staff and key board diagram on page 13 to understand the minor third intervals use activity 10 page 12.

Post activity (10 minutes)

Use activity 10 in the Learner's Book on page 12 to help the learners to perfect their knowledge and understanding about major third and minor third intervals.

Lesson 6: Major sixth

Pre-lesson activity (10 minutes)

Step 1: Guide learners to sing the song **So Long Farewell** provided in the Learners Book page 12 or any other

Step 2: Review the previous lessons by asking questions that should enable learners to recall what major third and minor third intervals are such as

On the key board what are the letters that represent Major third and minor third intervals.

Lesson activities (20 minutes)

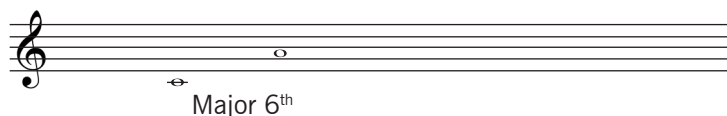
Divide the learners in small groups

Step 3: Use notes and illustrations on the treble staff and key board diagram on page 13 and 14 to understand the major Sixth intervals.

Post activity (10 minutes)

Use activity 11 in the Learner's Book on page 13 to help learners to perfect their knowledge and understanding about major sixth intervals.

Answers



Lesson 7: Minor sixth

Pre-lesson activity (10 minutes)

- Step 1:** Guide learners to sing the song **Oh when the saints go marching in** provided in the Learner's Book page 10 or any other
- Step 2:** Review the previous lessons by asking questions that should enable the learners to recall what major sixth intervals are such as on the key board what are the letters that represent Major sixth intervals.

Lesson activities (20 minutes)

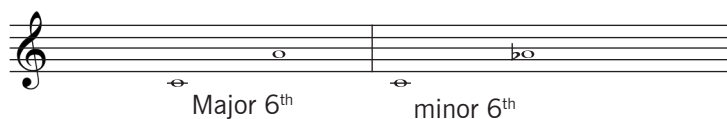
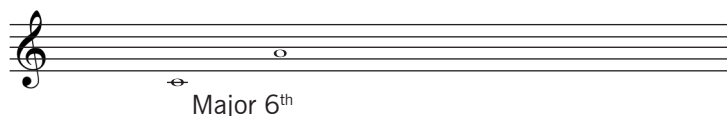
Divide learners in small groups

- Step 3:** Use notes and illustrations on the treble staff and key board diagram on page 14 to understand minor sixth intervals.

Post activity (10 minutes)

Use activity 12 in the Learner's Book page 14 to help learners to perfect their knowledge and understanding about major sixth and minor sixth intervals.

Answers



Lesson 8: Major seventh

Pre-lesson activity (10 minutes)

Step 1: Guide learners to sing a familiar song

Step 2: Review the previous lessons by asking questions that should enable learners to recall what major sixth and minor sixth intervals are such as

On the key board what are the letters that represent Major sixth and minor sixth intervals.

Lesson activities (20 minutes)

Divide learners in small groups

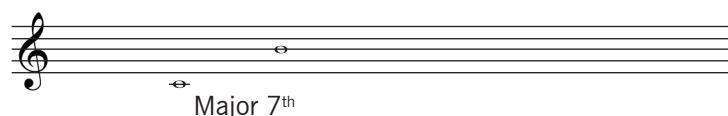
Step 3: Use notes and illustrations on the treble staff and key board diagram on page 14 and 15 to explain the major seventh intervals.

Post activity (10 minutes)

Use activity 13 in the Learner's Book on page 15 to help learners to perfect their knowledge and understanding about major seventh intervals.

Guide learners to read the summary notes about types of intervals on page 16.

Answers



Lesson 9: Minor seventh

Pre-lesson activity (10 minutes)

Step 1: Guide learners to sing a familiar song

Step 2: Review the previous lessons by asking questions that should enable the learners to recall what major seventh and minor seventh intervals are such as;

1. On the key board what are the letters that represent Major seventh and minor seventh intervals.

Lesson activities (20 minutes)

Divide the learners in small groups

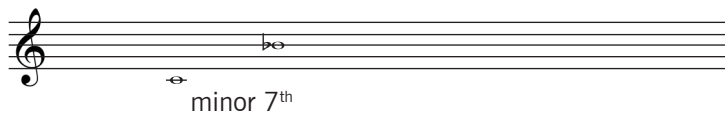
Step 3: Use notes and illustrations on the treble staff and key board diagram on page 15 to understand the minor seventh intervals.

Post activity (10 minutes)

Use activity 14 in the Learner's Book page 15 to help learners to perfect their knowledge and understanding about major seventh and minor seventh intervals.

Guide learners to read the summary notes about minor of intervals on page 16.

Answers



Lesson 10: Perfect unison and perfect fourth

Pre-lesson activities (10 minutes)

Step 1: Guide learners to sing **Twinkle Twinkle Little Star** on page 17 because it starts with a perfect unison interval

Step 2: Review the previous lessons by asking questions that should enable the learners to recall the types of music intervals they have learnt.

What the unison, secondeths, fourth and fifth, sixth and seventh music intervals are.

They should talk about the difference between major and minor intervals.

Lesson activities (20 minutes)

In small groups,

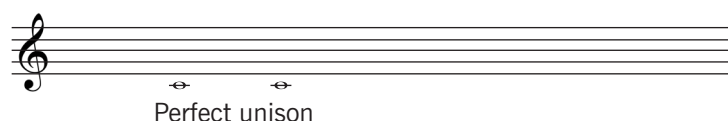
Step 3: Use the notes in the Learner's Book on page 16 about perfect intervals in order to introduce them to this type.

Divide the learners in small groups

Step 3: Use notes and illustrations on the treble staff and key board diagram on page 17 to explain the Perfect unison and Perfect fourth intervals.

Step 4: Use activity 15 and 16 in the Learner's Book page 18 and 19 to enable learners to practice and understand what perfect unison intervals are.

Answers



Post activity (10 minutes)

Use activity 17 in the learner's book page 19 to help learners to perfect their knowledge and understanding about the Perfect unison and Perfect fourth intervals.

Answers



Lesson 11: Perfect fifth and Octave

Pre-lesson activities (10 minutes)

Step 1: Guide learners to sing **Here Comes the Bride** or any other song.

Step 2: Review the previous lessons by asking questions that should enable learners to recall the types perfect intervals that they have already learnt.

They should talk about the difference between Perfect unison and perfect fourth.

Lesson activities (20 minutes)

In small groups,

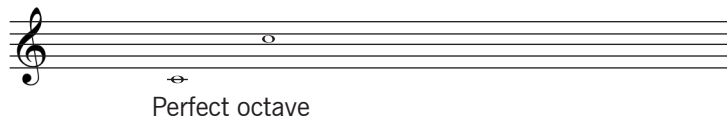
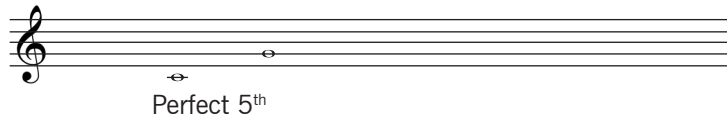
Step 3: Use the notes in the Learner's Book on page 16 about perfect intervals in order to introduce them to this perfect fifth and perfect octave.

Divide the learners in small groups,

Step 3: Use notes and illustrations on the treble staff and key board diagram on page 19 and activity 18 to explain the perfect fifth and perfect octave on page 20.

Step 4: Use activity 18 and 19 to enable learners to practice and understand what perfect fifth and perfect octave intervals are.

Answers



Post activity (10 minutes)

Use activity 20 in the Learner's Book on page 21 to help learners to perfect their knowledge and understanding about the Perfect unison and Perfect fourth, perfect fifth and perfect octave intervals.

Lesson 12: Diminished, augmented intervals

Pre-lesson activities (10 minutes)

Step 1: Guide learners to sing a song of their choice as a warm up.

Step 2: Review the previous lessons by asking questions that should enable the learners to recall the types perfect intervals that they have already learnt.

They should talk about the difference between major and minor intervals, Perfect intervals.

Lesson activities (20 minutes)

In small groups,

Step 1: Use the notes in the Learner's Book on page 21 to learn about another type of intervals known as diminishing and augmented intervals.

Divide the learners in small groups

Step 2: Use notes and illustrations on the treble staff on page 21 to 22 understand what diminished intervals are.

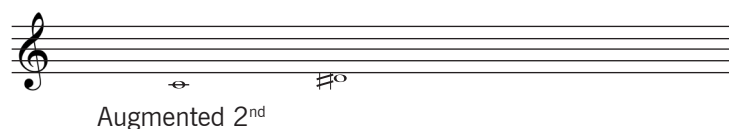
Use activities 21, 22, 23 and 24 to learn about diminished and augmented intervals in the Learner's Book pages 21 – 23.

Post activity (10 minutes)

Use activity 24 and 25 in the learner's book page 23 to help learners to perfect their knowledge and understanding diminished and augmented intervals.

Use activity 25 page 23 to sum up the topic of intervals.

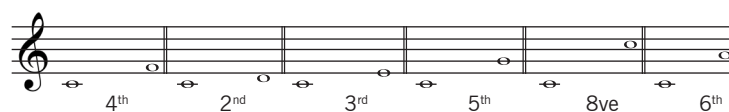
Answers



A musical staff in treble clef showing an augmented 2nd interval. The first note is C4 (middle C) and the second note is E#4 (F natural). A double-headed arrow between the notes is labeled "Augmented 2nd".



A musical staff in treble clef showing six intervals between C4 and other notes: 4th (F4), 5th (G4), 2nd (D4), 8ve (C5), 6th (A4), and 8ve (C6).

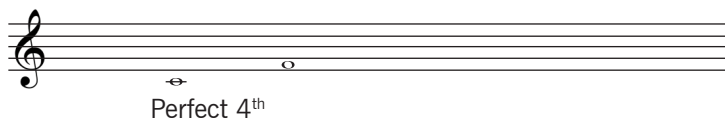
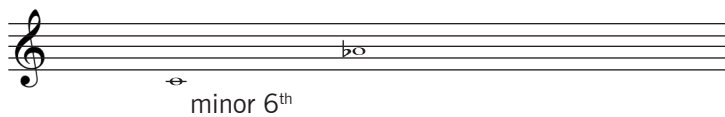
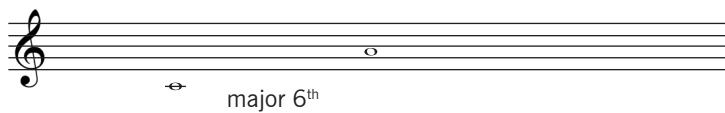
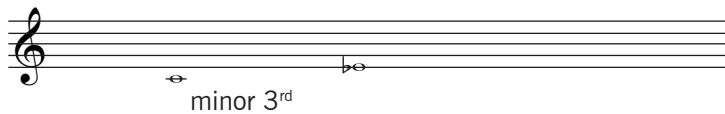
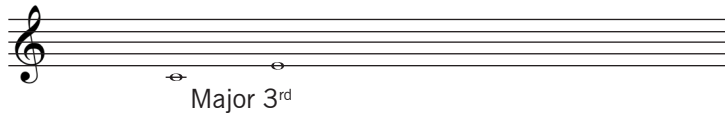
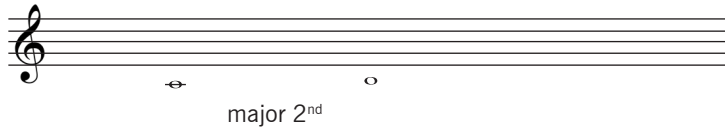


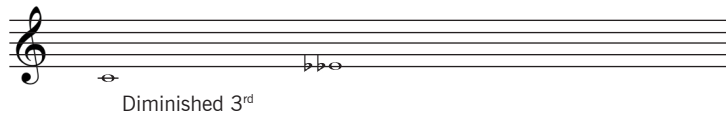
A musical staff in treble clef showing six intervals between C4 and other notes: 4th (F4), 2nd (D4), 3rd (E4), 5th (G4), 8ve (C5), and 6th (A4).

Unit assessment answers

1. Musical interval is a distance in pitch from one note to another.
2. A Major scale has an interval between the 1st and 3rd notes consisting of two full tones, which is called a major third while a minor scale has a full tone and a semitone between the 1st and 3rd degrees of the scale which is a minor third.
3.
 - ⓧ Major intervals
 - ⓧ Minor intervals
 - ⓧ Perfect intervals
 - ⓧ Diminished intervals
 - ⓧ Augmented intervals

4.





5. A semitone is the smallest interval in western music. It is the shortest distance between two keys on a piano. For example C – C[#], C[#] – D. Whereas two semitones make up a tone for example C – D, D – E.



6. Guide learners to acquire the skill of composing melodies.

UNIT 2: Alteration Signs

Learning Objectives

By the end of this unit learners should be able to:

- Differentiate a tone and semi tone.
- Know different accidentals.
- Identify the roles of accidentals in music.
- Sing sol-fas respecting tones and semi tones.
- Listen attentively to altered notes.
- Sol-fa respecting the accidentals.
- Appreciate the use of major and minor scales.

Key competence:

Learners should be able to sol-fa respecting alteration signs.

Number of periods: 12

Competences:

The learner should be able to:

- Differentiate a tone and semi tone.
- Know different accidentals.
- Identify the roles of accidentals in music.
- Sing sol-fas respecting tones and semi tones.
- Listen attentively to altered notes.
- Sol-fa respecting the accidentals.
- Appreciate the use of major and minor scales.

Materials required:

- Learners' books and exercise books, music pencils and pens audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.

(Look for the commonly available materials in the area)

Methods:

The following methods could be used:

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Working in pairs.
- Individual work.
- Fieldwork and basic research.

Suggested ways of teaching this unit

Lesson 1: Tone

Pre-lesson activity (10 minutes)

Step 1: Teach learners the song **Baby Jesus** as a warm up but it will also help you to explain what a tone is to learners later.

Step 2: Guide learners to read the introductory notes in the Learner's Book about Tone in music.

Lesson activities (20 minutes)

In small groups,

Step 3: Guide learners to get an understanding of what tone is using activity 1 and 2 in the Learners Book on page 28 and 29.

Answers

Tone G–A, G–F, Semitone F–E.

Step 4: Guide learners to use activity 3 and 4 on pages 29 – 30 to study more about tones. It is important that you bring a key board to class or have a recording of played music tones on a piano.

Step 5: Guide learners in small groups to do more practice of writing intervals on the treble staff using activity 3 and 4.

Post activity (10 minutes)

Use activity 4 in the Learner's Book to help learners to perfect their knowledge and understanding about intervals and tones.

Answers

C – D, D – E, F – G, G – A, A – B.

Lesson 2: Accidentals

Pre-lesson activity (10 minutes)

- Step 1:** Teach learners the song **Baby Jesus** or any other as a warm up.
- Step 2:** Guide learners to read the introductory notes on page 32 in the Learner's Book about Semitone in music.

Lesson activities (20 minutes)

In small groups,

- Step 3:** Guide learners to get an understanding of what a semitone is using activity 4 and 5 in the Learners Book on page 30.

Answers

C – D, D – E, F – G, G – A, A – B.

Post activity (10 minutes)

Use activity 6 and 7 in the Learner's Book page 31 to help learners to perfect their knowledge and understanding semitones.

Sharps

Lesson activities (10 minutes)

- Step 1:** Guide learners to sing any song of your choice or their choice.
- Step 2:** Review the previous lessons by asking questions that should enable learners to recall about tones and semitones.

Lesson activities (20 minutes)

Divide learners in small groups

Step 3: Guide them to use Activity 7 on page 31 and the notes that follow in the Learner's Book, page 33 about Accidentals to enable learners to know and understand what this term means in music.

Answers

1. Bar 1, bar 4, bar 5, bar 6.
2. bar 1, bar 5, bar 6.
3. bar 1, bar 2, bar 5, bar 6.

Step 4: Use notes under the heading sharps and illustrations on the treble staff in the Learner's Book, page 32 to understand what sharps mean music as a type of accidental.

Step 5: Use activity 8 and 9 on page 33 of the learner's book to guide the learners to understand sharps as accidentals in music

The sharpened note is C. It is sharpened in order to raise it to a semitone.

Post activity (10 minutes)

Use activity 10 in the Learner's Book on page 33 to help learners to perfect their knowledge and understanding about Sharps as accidentals.

Answers

- 1 a) F, D, C, G, F, F, D, C, G, F
b) F, C, F, A
c) A, F, C, D.

Lesson 3: Flats

Pre-lesson activities (10 minutes)

Step 1: Guide learners to sing any song of their choice.

Step 2: Review the previous lessons by asking questions that should enable the learners to recall about flats as a type of accidentals.

Lesson activities (20 minutes)

Divide the learners in small groups

Step 3: Guide them to use Activity 11 on page 33 and the notes that follow in the Learner's Book page 34 about flats as a type of Accidentals to enable the learners to know and understand what this term means in music.

Answers



Step 4: Use activity 12, 13 and 14 on page 34-35 of the Learner's Book to guide learners to understand flats as accidentals in music.

Answers to Activity 12

1. It is B. It is flattened to lower it to a semitone.
2. Flat sign is at space A and space E.
3. \flat

Post activity (10 minutes)

Use activity 15 in the Learner's Book from page 35 to help the learners to perfect their knowledge and understanding about flats as accidentals.

Answers

Activity 13 is the same as 12.

Lesson 4: Naturals

Pre-lesson activities (10 minutes)

Step 1: Be sure that the choice of learners is effective.

Step 2: Review the previous lessons by asking questions that should enable learners to recall about flats.

Lesson activities (20 minutes)

Divide learners in small groups

Step 3: Guide them to use notes that follow the heading naturals flats in the Learner's Book page, 35 about naturals as a type of Accidentals to enable the learners to know and understand what this term means in music.

Step 4: Use notes under the heading Naturals on page 35 and illustrations on page 36 of the treble staff to enable learners to understand what naturals mean in music as a type of accidental.

Answers for activity 16

1. The naturalised notes are F and A.

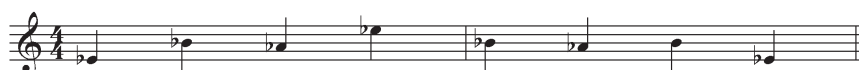
They are naturalised so as to bring them back to their normal position.

3. ♮

Step 5: Use activity 17 and 18 page 36 of the Learner's Book to guide learners to understand naturals as accidentals in music.

Answers

Line B, Space E, Line D, Space A.



Post activity (10 minutes)

Use activity 19 in the Learner's Book from page 36 to help learners to perfect their knowledge and understanding about naturals as accidentals.

Lesson 5: Keys and Key Signatures

Pre-lesson activity (10 minutes)

- Step 1:** Guide learners to sing any song but in western style.
- Step 2:** Review the previous lessons by asking questions that should enable the learners to recall what accidentals are.

Lesson activities (20 minutes)

Divide learners in small groups

- Step 3:** Use notes and illustrations on the treble staff and key board diagram on page 37 to understand what a key means in music.
- Step 4:** Use activity 20 on page 37 to enable learner's to understand what keys are more.

Post activity (10 minutes)

Use activity 21 in the Learner's Book, page 38 to help learners to perfect their knowledge and understanding about Keys in musics.

Answers



Lesson 6: Construction of keys

Pre-lesson activity (10 minutes)

- Step 1:** Guide learners to sing any song but in western style.
- Step 2:** Review the previous lessons by asking questions that should enable the learners to recall what keys are.

Lesson activities (20 minutes)

Divide the learners in small groups

- Step 3:** Use notes and illustrations on the treble staff and activity 21 and 22 page 38 and 39 to understand how key are constructed in music.

Answers



Post activity (10 minutes)

Use activity 23 in the Learner's Book, page 40 to help learners to perfect their knowledge and understanding about Key constructions in music.

Formation of major scales with flats

Lesson activities (10 minutes)

- Step 1:** Guide learners to sing a song in western style as a warm up.
- Step 2:** Review the previous lessons by asking questions that should enable the learners to recall the keys and key signatures that they have already learnt.

Lesson activities (20 minutes)

In small groups,

- Step 3:** Use the notes in the Learner's Book on page 40 to learn about formation of major scales with flats.

Divide learners in small groups

- Step 3:** Use notes and illustrations on the treble staff on page 40 understand more about formation of major scales with flats.

Use activity 24 to guide learners to acquire more knowledge and understanding of formation of major scales.

Post activity (10 minutes)

Use activity 25 in the Learner's Book, page 41 to help learners to perfect their knowledge and understanding formation of major scales with flats.

Answers



Unit assessment answers

1. Sharps (#), Flats (b) and natural (G) real sign for natural ...formerly raised or lowered to its normal position/pitch.
2. It is the group of pitches or scale upon which a music composition is created.
- 3.



Major scale of G



Major scale of F

UNIT 3: Sol-fa Short Scores

Learning Objectives

By the end of this unit learners should be able to:

- Know to sol-fa a many songs
- Perform songs to the audience
- Teach the songs to the peers
- Create short song to demonstrate the use of sol-fa
- Enjoy singing with others in public
- Show self control
- Discover my own potentials.

Key competence:

Learners should be able to sol-fa short songs.

Number of periods: 12

Competences:

The learner should be able to:

- Differentiate a tone and semi tone
- Know different accidentals
- Identify the roles of accidentals in music
- Sing sol-fas respecting tones and semi tones
- Listen attentively to altered notes
- Sol-fa respecting the accidentals
- Appreciate the use of major and minor scales.

Materials required:

- Learners' books and exercise books, music pencils and pens audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone.

(Look for the commonly available materials in the area)

Methods:

The following methods could be used:

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Pair work.
- Individual work.
- Field work and basic research.

Suggested ways of teaching this unit

Lesson 1: Domestic violence

Pre-lesson activities (10 minutes)

- Step 1:** Guide learners to read the introductory remarks in the Learner's Book page, 46 about how to sol-fa songs.
- Step 2:** Guide learners to do the warm up before singing the song on the theme of domestic violence. Use activity 1 to help you with the instructions you need on page 45.

Answers

3. The song **Say no to violence** advises us to love one another in our families. This will result into peace which is good, instead of violence.

Lesson activities (20 minutes)

In small groups

Divide the learners in small groups,

- Step 3:** Use the song on the theme of Domestic violence provided to guide learners to sol-fa its scores and then sing to words, use activity 2 in the Learner's Book on page 46.
- Step 4:** Use activity 3 to enable the learners to understand more about the theme **domestic violence**.

Post activity (10 minutes)

Use activity 3 in the Learner's Book page 46 to help the learners to perfect their skills of sol-fa singing.

Lesson 2: Poverty eradication

Pre-lesson activities (10 minutes)

Step 1: Guide learners to read the introductory remarks in the Learner's Book page 47 about how to sol-fa songs.

Step 2: Guide learners to do the warm up before singing the song on the theme of Poverty eradication.

Lesson activities (20 minutes)

In small groups,

Divide learners in small groups

Step 3: Use the song on the theme of Poverty eradication provided to guide the learners to sol-fa its scores and then sing to words use activity 4 and 5 in the learner's book on page 47 and 48.

Post activity (10 minutes)

Use activity 6 in the Learner's Book on page 49 to help learners to perfect their skills of sol-fa singing.

Answers to activity 6 page 49

1. The song is about the characteristics of poverty such as lack of food, clothes and a home, services such as medical care, pain and suffering.
2. What should be done to eradicate poverty is to:
 - Work hard in our farms
 - Trade in business
 - Work in offices.
3. Some other needs to eradicated poverty:
 - To eradicate poverty.
 - To pray to God.
 - To learn from each other good practices of work.

Step 4: Use activity 7 to enable the learners to understand more about the theme Poverty eradication.

Lesson 3: Saving money and time

Pre-lesson activities (10 minutes)

Step 1: Guide learners to read the introductory remarks in the Learner's Book, page 50 about Saving Money and Time. Also use activity 8 to trigger a discussion on the theme of Saving Money and Time.

Step 2: Guide learners to do the warm up before singing the song on the theme of Saving money and time.

Lesson activities (20 minutes)

Divide learners in small groups,

Step 3: Use the song on the theme of Saving money and Time provided on page 51 to guide the learners to sol-fa its scores and then sing to words use activity 9 in the Learner's Book on page 51 to further the understanding of this theme.

Answers to activity 8

1. Saving money is using money well to buy what we have planned and keeping the balance for future use.
Saving time is to use it well, without over sleeping, over resting, only doing the right things at the right time. If it is school time go to school, food, go for it, play or sing do so and end when you should do so.
2. The opposite of saving time is wasting it.
3. People waste money by:
Buying and consuming a lot of alcohol.
Buying more than enough clothes and food.
Prostitution.
Giving out without taking care of how much they will remain with for their own demands.

We waste time by:

- Oversleeping
- Over resting and relaxing
- Doing useless things like chatting when we should be revising.
- Dodging school and some lessons.

4. When you waste time, you miss a lot as the saying is, time lost is never found. For example you may repeat a class. You may fail to get an opportunity such as a scholarship when you have failed a National examination.

You miss love from parents when you waste time and fail. Saving times enables you to achieve a lot. So if you do not respect it you achieve less. Hence you will not develop; your future will be doomed.

5. Effects of not saving money are:
- Poverty-failure to buy what you want.
 - Failure to look after your home when you marry in future.
 - You may begin to borrow and the debts will make you unhappy.
6. What to do to save time and money is:
- To do the right thing at the right time, be always punctual.
 - Save your money by spending on only what is important and what you need, then keep the rest.

Answers

1 and 2. The song says we need to save money and use time well for better future, since time lost is never found.

3. Yes, it is necessary to save money, in order to always have it when we need it.

Post activity (10 minutes)

Use activity 11 in the Learner's Book page 52 to help learners to perfect their skills of sol-fa singing.

Lesson 4: Good relationship

Pre-lesson activities (10 minutes)

- Step 1:** Guide learners to read the introductory remarks in the Learner's Book, page 52 about how to sol-fa songs
- Step 2:** Guide learners to do the warm up before singing the song on the theme Good relationship.

Lesson activities (20 minutes)

Divide the learners in small groups

- Step 3:** Use another song on the theme of Good relationship provided to guide learners to sol-fa its scores and then sing to words use activity 12 in the Learner's Book on page 54.
- Step 4:** Use activity 13 to enable the learners to understand more about the theme Good relationship.

Answers to Activity 11

1. Friendship is to choose to love someone, care for him and protect him or her from any form of harm.
2. Opposite of friendship is enmity.
3. Because friends are always aiming at peace, enjoyment and good things for each, rather than hurting one another.
4. Benefits of good relationship
 - Peace
 - Development
 - Help from each other.
5. Some bad friendships are:
 - Boy-girl (relationship for purposes of fornication)
6. We should avoid bad relationships because they may lead us into trouble. Bad peer groups that smoke, take alcohol and drugs. Indisciplined, disobedient and careless friendship.
7. Countries cooperating with each other for security and development reasons.

Post activity (10 minutes)

Use activity 14 in the Learner's Book page 54 to help learners to perfect their skills of sol-fa singing.

Answers

The song advises us make friends whenever we are. This could be in our class, streams, at home and our communities where we live.

Lesson 5: Unity and reconciliation

Pre-lesson activities (10 minutes)

- Step 1:** Guide learners to read the introductory remarks in the Learner's Book on page 55 about how to sol-fa songs
- Step 2:** Guide learners to do the warm up before singing the song on the theme of Unity and reconciliation.

Lesson activities (20 minutes)

Divide learners in small groups

- Step 3:** Use the song on the theme of Unity and reconciliation provided to guide learners to sol-fa its scores and then sing to words in the Learner's Book on page 55 to analyse the song.
- Step 4:** Use activity 15 and 16 to enable the learners to understand more about the theme Unity and Reconciliation.

Answers to activity 15

1. Unity and reconciliation means people forgiving each other and coming together to work for peace and harmony for progress.
2. Divisionism.
3. Every where that is at home, school, in the community and our country at large.
4. Selfishness, jealousy, undermining others by tribe, colour or sex
5. In order to begin afresh our relationships since we are all able to make mistakes. The English people say mistakes are human.

Post activity (10 minutes)

Use activity 17 in the Learner's Book, page 57 to help learners to perfect their skills of sol-fa singing.

Lesson 6: Religion

Pre-lesson activities (10 minutes)

- Step 1:** Guide learners to read the introductory remarks in the Learner's Book, page 51 – 57.
- Step 2:** Guide the learners to do the warm up before singing another song on the theme Unity and reconciliation.

Lesson activities (20 minutes)

Divide the learners in small groups

- Step 3:** Use another song on the theme of Unity and reconciliation provided to guide learners to sol-fa its scores and then sing to words use activity 19 in the Learner's Book on page 58.
- Step 4:** Use activity 20 to enable the learners to understand more about the theme **Unity and reconciliation**.

Answers to activity 20

1. The song encourages believers in different religions to respect each other and work together as children of the same father; God the creator
2. Christians and Muslims
3. 3 and 4. Opinion answers

Post activity (10 minutes)

Use activity 21 in the Learner's Book to help learners to perfect their skills of sol-fa singing.

Answers for assessment unit

1. a) Domestic violence:
Domestic violence is the bad practice of fighting in our homes for example parents fighting each other, children fighting their parents or parents beating their children. This is not good because it causes harm to the victims physically, psychologically and emotionally.

b) Poverty eradication:

The attempt by everybody to work hard and eliminate poverty and become rich from our lives, our homes, communities and country at large

c) Saving money and time:

This is the good practice of using money well on only what we need without wasting it.

This is the good practice of time well, by being punctual to do what we are supposed to do at the right time in the right place without wasting it.

d) Good relationship:

This is the way in which people or groups behave towards each other well by helping them, supporting the old, weak and sick. Also relating as friends among each other and between countries.

e) Unity and reconciliation:

People forgiving each other and coming together to work for peace and harmony for progress.

f) Religion

These are different beliefs in supernatural powers such as God and the dead ancestors by an individual or groups of people.

2. Field work
Compose a song for each of the theme above.
3. Why do you need to compose thematic songs?
4. Because songs with themes are educative and sometimes help people with some solutions towards these problems.

UNIT 4: Composing and performing sketches in English or French

Learning Objectives

By the end of this unit, learners should be able to:

- Know the structure of a sketch.
- Know how to differentiate a sketch from a story.
- Convert a story into a sketch.
- Imitate the characters according to the story.
- Compose a sketch.
- Act out a sketch before an audience.

Key competence:

Learners should be able to compose and perform sketches in English or French.

Number of periods: 12

Competences:

The learner should be able to:

- Know the structure of a sketch.
- Know how to differentiate a sketch from a story.
- Convert a story into a sketch.
- Imitate the characters according to the story.
- Compose a sketch.
- Act out a sketch before an audience.

Materials required:

- Learners' books and exercise books, music pencils and pens audio or visual or audio -visual recorded songs, recorder, DVD, CD and any other recording device such as a mobile phone, costumes and props. (Look for the commonly available materials in the area)

Methods:

The following methods could be used:

- Discussions.
- Brainstorming.
- Guided discovery.
- Group work.
- Pair work.
- Individual work.
- Field work and basic research.

Suggested ways of teaching this unit

Lesson 1: Love

Pre-lesson activity (5 minutes)

Step 1: Prepare learners for a story reading session by asking them to tell you the most recent known event around the local area and also probably far away.

Step 2: Guide learners to read the introductory notes in the Learner's Book page 62 about a story as the raw material for creating plays/sketches.

Lesson activities (23 minutes)

Step 3: Divide learners in small groups and use activity 1 on page 65 to set them ready to read and identify the theme of love in the story.

Answers to activity 1 page 63

1. Steven could milk the cow, take it to the pastures to graze, fetch water.
2. Love means to feel a liking for someone, care for him, help and protect him from harm.
3. The opposite of love is hatred.

Step 4: Guide learners to read the story in their groups silently as one of them reads aloud to support the concentration of the other members.

Step 5: Guide learners in small groups to use activity 2 on page 65 in order to come up with a sketch, rehearse it and stage them.

Answers to activity 2

1. The setting is under a tree in a village.
2. The characters are teacher Niyonzima and Steven.
3. 3-6 observe and listen to learners

Post activity (10 minutes)

Ask learners to find other stories about love and develop sketches from them.

Lesson 2: Juvenile delinquency

Pre-lesson activity (10 minutes)

Step 2: Guide learners to use activity 6 on page 71 in the Learner's Book to introduce him/her to the theme of juvenile delinquency.

Answers

1. Some bad behaviour that young people do are:
 - Smoking cigarettes and other drugs like opium, abuse people, steal, engage in early love relationships and escape from school and dodge lessons.
3. Suggestions on how these bad behaviour can be prevented.
 - By discouraging young people from smoking when they are told of the health risks or dangers caused by the smoke such as mental illness and bad smell from the body.
 - Punishing the badly behaved boys and girls.
 - Rewarding the disciplined young people by praising them and giving them gifts such as books and pens etc.

Lesson activities (25 minutes)

- Step 3:** Divide learners in groups read and identify the theme of theme of juvenile delinquency in the story part 4.
- Step 4:** Guide learners to read the story in their groups silently as one of them reads aloud to support the concentration of the other members.
- Step 5:** Guide learners in small groups to use activity 7 on page 74 in order to come up with a sketch, rehearse it and stage them.

Answers to activity 7

1. The boys were bullies who disrespected people and tortured Steven and his cousin instead of warmly welcoming them as new friends.
2. They should have welcomed him and helped to carry his belongings to the dormitory.
3. 3-7 Observe the learners as they act their roles and critique them.

Post activity (5 minutes)

Ask learners to find other stories about love and develop sketches from them.

Lesson 3: Drug abuse and alcoholism

Pre-lesson activity (5 minutes)

- Step 1:** Prepare learners for a story reading session by asking them to tell you the most recent known event around the local area and also probably far away.
- Step 2:** Guide learners to read the introductory notes in the learner's book about a story as the raw material for creating plays/sketches.

Lesson activities (30 minutes)

- Step 3:** **Divide learners in small group** use activity 8 on page 75 to set them ready to read and identify the theme of theme of Drug abuse and alcoholism in the story.
1. Cigarettes, opium, local beers etc.

2. The people who take drugs and alcohol are weak, have red eyes, have bad odor and are always guilty; they stay away from other people, become quiet and sometimes become violent etc.

Step 4: Guide learners to read the story Part 5 in their groups silently as one of them reads aloud to support the concentration of the other members.

Step 5: Guide learners in small groups to use activity 9 on page 77 in order to come up with a sketch, rehearse it and stage them.

Post activity (5 minutes)

Ask learners to find other stories about love and develop sketches from them.

Lesson 4: Fidelity

Pre-lesson activity (5 minutes)

Step 1: Prepare learners for a story reading session by asking them to tell you the most recent known event around the local area and also probably far away.

Step 2: Guide learners to read the introductory notes in the Learner's Book about a story with the theme of fidelity as the raw material for creating plays/sketches.

Lesson activities (30 minutes)

Step 3: Divide learners in groups and use activity 10 on page 78 to set them ready to read and identify the theme of Fidelity in the story.

1. The answer is number C

Step 4: Guide the learners to read the story in their groups silently as one of them reads aloud to support the concentration of the other members.

Step 5: Guide learners in small groups to use activity 11 and 12 on page 81 – 82 in order to come up with a sketch, rehearse it and stage them.

Answers to activity 11

1. The story is about Kwezi who is raped and infected with HIV/AIDS by her late father's friend, at a young age. However she is shown fidelity such as love, care and given support by Mrs. Rukundo her teacher.
2. The answer is in (i) above.
 - (iii) Mrs. Rukundo should be the one to admire.
 - (iv) The lessons should be positive statements such as:
 - ⊗ I learn to be with elders always.
 - ⊗ I learn to trust only my parents.
 - ⊗ I learn to be a responsible person to protect the girl child rather than hurting them.

Post activity (5 minutes)

Ask learners to find other stories about love and develop sketches from them.

Lesson 5: Peace building

Pre-lesson activity (5 minutes)

Step 1: Prepare learners for a story reading session by asking them to tell you the most recent known event around the local area and also probably far away.

Lesson activities (30 minutes)

Step 3: Divide learners in small groups as page 29 ask them to tell a story they know about Peace building.

Step 4: Guide learners to compose a sketch and perform it on the theme Peace building use activity 14 guide you.

Post activity (5 minutes)

Ask learners to find other stories about love and develop sketches from them.

Lesson 6: Staging a drama concert

Pre-lesson activity (5 minutes)

This should be done outside class.

Divide the learners in small groups,

Step 1: Guide each group to select one of their best sketches and perfect it again. Use activity 17 on page 89.

Lesson activities (30 minutes)

Step 2: Organise the stage where you will perform from. Build your setting on it if you have any and put the props that you need for good acting.

Step 3: Put on the costumes and makeup where necessary then get to stage to act.

Step 4: Allow members of the other groups to tell you what you did well in terms of the composition of their sketches costumes, setting

Note: *Do not allow learners to make negative and discouraging comments to their friends' presentations because this kills the morale of creativity.*

Lesson activities

Post activity (5 minutes)

Give learners an assignment to write down in their books or record their sketches where possible. **This work is to be done by learners during their extra time outside class hours.**

Answers for assessment unit

1. The conflict is about an old widow and the people of a chiefdom called Gahinga. They accuse her of being a witch who causes bad omen in the community such as diseases and death yet scientifically there is an outbreak of an epidemic such as cholera or any other. She is mistreated but before banishing her out of the village, she is rescued by the police officer and a medical officer who break the news that the medicine needed to treat the affected people has been found, so the poor woman is innocent
2. The chief, the Woman and the elder.

Note: *The others are minor characters such as the masses, police officer and medical officer. This does not mean they play a lesser role in the play but they just appear in some occasions to make appoint or support the plot development.*

3. The police officer and the medical officer.
4. Medical officer.
5. Unity and reconciliation.
6. Traditional religion.

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