

TEACHING METHODS AND PRACTICE OF CREATIVE ARTS/MUSIC

FOR ECLPE & SSE OPTIONS

YEAR 2 & 3

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FOREWORD

Rwanda Education Board is honored to avail the Teaching Methods and Practice of Creative Arts Syllabus part of Music for Teacher Training Colleges (ECLPE & SSE options). This document serves as an official guide to competence-based teaching and learning of Teaching Methods and Practice of Creative Arts/Music in TTCs. The document ensures consistency and coherence in the delivery of quality education in TTCs, pre/primary and primary education.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities. Specifically, TTCs Teaching Methods and Practice of Creative Arts Syllabus part of Music is developed to train quality teachers who will confidently and efficiently implement the Teaching Methods and Practice of Creative Arts Competence based curriculum in pre-primary and primary education.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system produces the kind of citizens the country needs. Many factors influence what student teachers are taught, how well they learn and the professional competences they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, updated teaching methodologies and assessment strategies as well as the instructional materials.

The ambitions to develop a knowledge-based society and the growth of regional and global competition in the jobs market have necessitated the shift to a competence-based curriculum. After a successful shift from knowledge to a competence based curriculum in general education, TTC curriculum also was revised to align it to the CBC in general education. The aim is to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education.

I wish to sincerely express my appreciation to the people who contributed towards the development of this document, particularly, REB and UR-CE and their staff who organized the whole process from its inception. Special appreciation goes to the development partners such as UNICEF, USAID/Soma Umenye Project and other education partners who supported the activity. A word of gratitude goes to the TTCs principals who availed their staff for various revision activities.

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Director General REB

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I owe gratitude to different education partners more especially USAID-Soma Umenye, Save the Children, Right To Play, Help a Child, Aegis Trust, Humanity and Inclusion, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Voluntary Service Overseas (VSO), Teach Rwanda and IEE for their technical support

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1. GENERAL INTRODUCTION

1.1. Rwanda Education Sector Objectives

The Education Sector objectives are the reference point for the inclusion of education issues into other Rwandan policy documents. These objectives are aligned with those recommended in the Eastern African Curriculum Framework proposals. The Government of Rwanda through law number 36/2018 of 29th June, 2018 determining the organization of education revised the objectives of the sector. They are to:

- Provide Rwandans with adequate skills at all levels of general, professional as well as technical and vocational education;
- Offer quality courses and education at all levels;
- Promote science, technology and research in order to equip many Rwandans with capacity to speed up national development;
- Promote the culture of peace, tolerance, justice, respect for human rights, solidarity, democracy and that of avoiding any form of discrimination or favoritism;
- Provide each Rwandan with an integrated education based on ethical values, science and social welfare and directed towards building a nation to ensure its sustainable development
- Instill into Rwandans the love of a job well done, the value of hard work, punctuality and promotion of competence
- Train the Rwandan to have freedom of thought, be innovative, have abilities to acquire and be analytical towards other people's opinions and to communicate his or her own ideas, to be patriotic and encourage him or her to be updated on the situation prevailing elsewhere;
- Eliminate all grounds and obstacles that hinder the development of girls and women education as well as of any other groups that need special attention.

These objectives and associated strategies are the backbone for developments in education including the curriculum and assessment policy and the curriculum framework.

1.2. Level Competences of Primary Teacher Education in the Republic of Rwanda

As stated earlier, Primary Teacher Education is under the responsibility of Rwanda Education Board. The following are the competences of Teacher Education. By the time a student teacher is exiting the college after three years he or she should:

- Be a qualified teacher who can compete not only locally but regionally and internationally;
- Have professional ethics and develop an inquiring mind for innovative education;
- Be competent, reliable, honest and responsible.
- Be equipped with potentials that enable him/her to explore the learners' abilities and interests
- Be able to develop the child's ability in critical thinking, free expression and ideas.

1.3. Background to Curriculum Review

The Teaching Methods and practice of teaching Creative Art/Music Syllabus is developed for TTC student-teachers for ECLPE & SSE options. The motive of reviewing the Teaching Methods and Practice (TMP) part of Music was to ensure that the syllabus is responsive to the needs of the student-teacher and to shift from objective and knowledge-based learning to competence-based learning. Another reason was to align the TTC curriculum to the CBC in basic education. Emphasis in the review was put more on skills and competences as well as the coherence within the existing content by drawing on the previous syllabus and benchmarking with syllabi elsewhere with best practices.

The Teaching Methods and Practice of teaching Creative Art Syllabus part of Music guides the interaction between the tutor and student teachers in the learning processes and highlights the competences a student teacher should acquire during and at the end of each unit of learning. Student-teachers will have the opportunity to apply Teaching Methods and Practice of Creative Arts/Music in different contexts, and value its importance in daily life. Tutors help the student-teachers appreciate the relevance and benefits for studying Teaching Methods and Practice of Creative Arts/Music in primary education.

The learning of student teacher is influenced by many factors such as curriculum relevancy, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With the review of the Teaching Methods and Practice of teaching Creative Art Syllabus part of Music, these factors have been aligned with the competence-based curriculum for general education. This will lead to having qualified and competent teachers who are ready to implement the competence based curriculum for pre and primary education. This implies equipping student teachers with relevant knowledge, skills, attitudes and values necessary to make them competitive on local, regional and global job market. This revised syllabus will allow future teachers to contribute to the development of equity and quality education at pre/primary levels and it will enable student-teachers to go for further studies.

1.4 Rationale of Teaching and Learning Methods and Practice of Creative Arts/Music.

Creative Arts/Music education is of vital importance to students in primary schools for numerous reasons. Primarily, music education prepares students to be participating members of a democratic society, a principal goal of general education. Additionally, music' classes develop critical thinking skills and other cognitive techniques in ways that other school subjects cannot. Moreover, teachers can implement several media and teaching methods into music classes that can promote reasoned judgment and expanded outlooks of humanity into students. The main goal of general education is to prepare students for participatory citizenship in a democratic society. This goal, however, can be directly implemented through Creative Arts/Music classes. In doing so, teachers can lead students in analyzing contemporary and historic policy issues in order to motivate and drive students toward greater political participation and knowledge.

1.4.1 Teaching Methods and Practice of Creative Arts/Music and Society

Teaching Methods and Practice of Creative Arts/music is key to the Rwandan education ambition of developing a knowledge-based and technology-led economy since it provides student teachers with all required knowledge and skills to be used in different learning areas. Therefore, Teaching Methods and Practice of Creative Arts is an important subject as it supports other subjects. This TTC Teaching Methods and Practice of Creative Art Syllabus part of Music is intended to address gaps in the current Teaching Methods and Practice of Creative Art Syllabus which lacks adequate and appropriate knowledge, skills, attitudes and values.

1.4.2 Teaching Methods and Practice of Creative Art/Music and Student-Teachers

Student teachers need enough basic Teaching Methods and Practice of Creative Arts competences to be effective members of the Rwandan society including the ability to develop critical thinking skills and other cognitive competences. Therefore, Teaching Methods and Practice of Creative Arts equip student-teachers with knowledge, skills and attitudes necessary to enable them to succeed in an era

of rapid technological growth and socio-economic development. Mastery of basic concept of music ideas makes student- teachers being confident in problem solving. It enables the student teachers to be systematic, creative and self-confident in using music techniques to reason; think critically; develop imagination, initiative and flexibility of mind. As new technologies have had a dramatic impact on all aspects of life, wherever possible in Teaching Methods and Practice of Creative Arts, student- teachers should gain experience of a range of ICT equipment and applications.

1.5 Professional standards and Competences

Competence is defined as the ability to perform a particular task successfully, resulting in having gained an appropriate combination of knowledge, skills, attitudes and values. The present syllabus gives the opportunity to student teachers to develop different broad Teaching Methods and Practice of Creative Arts competences as well as the generic competences. Broad subject competences are highlighted and broken into key unit competences which are finally split out into learning objectives (knowledge, skills, attitudes and values) in every learning unit.

Taking into account the rationale behind the overall TTC curriculum review as well as the parameters and constraints of the local context, student teachers will be equipped with professional standards and generic competences. For student teachers, professional standards are acquired through generic competences and professional practices that are emphasized and reflected in the learning process. The Teaching Methods and Practice of Creative Arts tutors will ensure that student teachers are exposed to tasks that help them acquire these competences

1.5.1 Teaching Profession Standards

These refer to the characteristics that all teachers globally should have. All teachers in Rwanda should have the six characteristics listed below:

- **The teacher has knowledge of CBC and how to implement it.**

The teacher has an understanding of CBC and how it works. S/he has knowledge of basic and generic competences and is able to integrate the cross cutting issues within and across subject area.

- **The teacher as an educator**

The professional teacher enhances and stimulates cognitive, social-emotional, physical and moral development of the children. S/he therefore has a thorough understanding of the child's background, interests, motivations and problems and can adjust his/her actions and the learning environment to the different needs of the student teachers. A competent educator is a role model, showing desired behaviour and values. S/he guides and coaches his/her student teachers to become social, self-confident, independent, responsible, open-minded and innovative people and act like a role model. In order to be educator, the student teacher must *be supported in developing* cooperation, inter personal and life skills.

- **The teacher as expert in Teaching Creative Arts/Music**

The qualified teacher of Creative Arts/Music at primary level should stimulate learner's critical thinking, problem solving and creativity skills. S/he uses teaching/learning methods and techniques that are appropriate to Creative Arts/Music; plans lessons that integrate crosscutting issues, develop generic competences, develops the teaching/learning materials and uses active teaching techniques and strategies while facilitating the learning of Creative Arts/Music content. The teacher helps learners to connect the learning with their daily life activities using correctly the language of instruction.

- **The teacher as a communicator**

The professional teacher displays a good example in his/her way of expressing him/herself, stimulates and enhances positive and clear communication between him/herself and the learners, between learners themselves, and with the school community and the wider society. A good communicator is open-minded and respects diversity within and around the school. This requires learners to communicate in official languages.

- **The teacher as a guide and an organizer**

The professional teacher facilitates the holistic development of all student teachers, taking into account the differences between them. S/he ensures that the learning environment (class or playground) is well maintained and conducive for children's learning outcomes. This requires a student teacher to be equipped with management skills

- **The teacher as an innovator, researcher and reflective practitioner**

The professional tutor looks at ways to improve his/her teaching, and the wellbeing and results of his/her student teachers. S/he is a reflective practitioner and knows how to perform small-scale reflective action. The acquisition of such skills will require student teacher

to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfilment in areas that need improvement and development, thus becoming lifelong learners.

1.5.2. Broad Teaching Methods and Practice of Creative Arts competences

During and at the end of the three years the student-teacher should be able to:

- Work in a systematic way to develop clear, logical, coherent, creative reasoning and imagination;
- Express clearly, correctly and precisely in verbal and/or in written form all the reasons leading to the required result whenever finding a solution to any given problem;
- Apply Creative Arts/Music concepts in real life situations/ experiences or problem solving;
- Use ICT tools in teaching and learning Creative Arts/Music in sense of research, curiosity and creativity to explore Creative Arts/ Music concepts and facts;
- Use the acquired Creative Arts/Music knowledge and skills to teach at primary Education or pursue further studies;
- Apply Creative Arts/Music knowledge to other subjects;

1.5.2 Teaching Methods and Practice of Creative Arts and Developing Competences

The national policy documents based on national aspirations identify some ‘basic competences’ alongside the ‘generic competences’ that will develop higher order thinking skills and help student teacher learn subject content and promote application of acquired knowledge and skills.

The student teacher will not only develop deductive and inductive skills but also acquire cooperation and communication, critical thinking and problem solving skills. This will be realized when student teachers make presentations leading to inferences and conclusions at the end of learning unit. This will be achieved through student teachers’ group work and cooperative learning which in turn will promote interpersonal relations and teamwork.

The acquired knowledge in learning Teaching Methods and Practice of Creative Arts should develop a responsible citizen who adapts to scientific reasoning and attitudes and develops confidence in reasoning independently. The student-teacher should show concern of individual attitudes, environmental protection and comply with the scientific method of reasoning. The scientific method should be applied with the necessary rigor, intellectual honesty to promote critical thinking while systematically pursuing the line of thought.

2. PEDAGOGICAL APPROACH

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming.

2.1 Role of the Student Teacher

In the competence-based syllabus, the student teacher is the principal actor of his/her education. He/she is not an empty bottle to fill. Taking into account the initial capacities and abilities of the student teachers, the syllabus suggests under each unit, some activities of the student teacher and they all reflect active participation in the learning process.

The teaching and learning processes will be tailored towards creating a student teacher friendly environment basing on the capabilities, needs, experience and interests.

The following are some of the roles or the expectations from the student teachers:

- Student teachers construct the knowledge either individually or in groups in an active way. From the learning theory, they move in their understanding from simple to complex. Therefore, the opportunities should be given to student teachers to solve their problems using critical thinking and problem solving skills.
- Student teachers work on one competence at a form concrete unit with specific learning objectives (knowledge, skills and attitude).
- Student teachers will be encouraged to do research and present their findings through group work activities.
- A student teacher is cooperative: they work in heterogeneous groups to increase tolerance and understanding.
- Student teachers are responsible for their own participation and ensure the effectiveness of their work.

2.2 Role of the Tutor

In the competence-based syllabus, the tutor is a facilitator, organizer, advisor, and conflict solver.

The specific duties of the tutor in a competence-based approach are the following, Tutor is:

- A facilitator, his/her role is to provide opportunities for student teachers to meet problems that interest and challenge them and that, with appropriate effort, they can solve. This requires an elaborated preparation to plan the activities, the place they will be carried, the required assistance;
- An organizer: his/her role is to organize the student- teachers in the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. To ensure that the learning is personalized, active and participative, co-operative the teacher/tutor must identify the needs of the student teachers, the nature of the learning to be done, and the means to shape learning experiences accordingly;
- An advisor: he/she provides counseling and guidance for student-teachers in need. He/she comforts and encourages student teachers by valuing their contributions in the class activities;
- A conflict-solver: most of the activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as a unifying element.

2.3 Special Needs and Inclusive Education approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have student teachers who are totally different in their ways of living and learning as opposed to the majority. The difference can either be caused by emotional, physical, sensory and intellectual learning challenges.

These student teachers equally have the right to benefit from education in colleges. Therefore, the TTC's role is to enrol them, assess their Special Educational Needs (SEN) and set up suitable strategies and resources to appropriately provide for them. Assessment strategies and conditions should also be adapted to the educational needs of these student-teachers.

Detailed guidance for each category of student teachers with special educational needs is provided for in the guidance for teachers. The Creative Arts/Music tutor is advised to work closely with the tutor of Special Needs and Inclusive Education to provide appropriate support to any identified student teacher with SEN.

2.4 Skills Laboratory Pedagogy (Skills Lab)

Student teachers should have time to research, experiment and practice what has been taught in small groups in order to enhance the acquisition of competences. This is called “Skills Laboratory” or “Skills Lab. No special facilities or equipment is required for Skills Lab. In order for the students to learn programs focused on developing transferable 21st century skills, the pedagogical structure of skills lab is provided in the learning activities.

Skills lab is when student-teachers are required to complete learning activities working in small groups. The skills labs are an easy method to change teacher’s pedagogy from theory-based to competence-based instruction. Skills lab ensures teachers are accountable to completing all the learning activities and projects as outlined in the syllabus.

The basic characteristics of skills lab are:

- Students work in small groups (manageable teams)
- Assessment takes place through portfolio activities
- Students talk more than teachers (10% tutor talk time and the rest is for the students)
- Individually, student makes more exercises than teachers
- Students receive constructive feedback on their work (Tutor gives quality feedback on student presentations).
- Skills lab consists of three components: build, practice and present.

Roughly, skills lab is the time when lesson combines the competences acquired during the unit and previous units to make learning more practical. Thus, at the end of every unit, this syllabus provides /suggest skills lab pedagogy lesson to ensure practical application of the competences acquired.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual student teacher's progress in learning and to make a judgment about a student teacher's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence-based curriculum assessment must also be competence-based; whereby a student teacher is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

3.1 Types of Assessments

The assessment should reflect the three domains of learning, namely cognitive, social affective and psychomotor:

- *Knowledge and understanding*: does the student-teacher demonstrate an understanding of the Creative Arts/Music concept? Has the student- teacher mastered the Creative Arts/Music concepts? Indicators: correctness of answers, coherence of ideas, logical reasoning, use correctly mathematical symbols and concepts, etc.
- *Practical skills*: how does the student teacher select and use appropriate teaching/learning materials, teaching methods, techniques and strategies.
- *Attitude and values*: how does the student-teacher respond to a task or a situation? What is the student-teacher's behavior? How the student-teacher persists on solving/preventing any problem that may arise in classroom or school setting?

3.1.1. Formative Assessment

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process.

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a tutor is planning his/her lesson, he/she should establish criteria for performance and behaviour changes at the beginning of a lesson. Then, at the end of every unit, the tutor should ensure that all the student teachers have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The tutor will assess how well each student teacher masters both the subject and the generic

competences described in the syllabus as well as the teaching practice. From this, the tutor will gain a picture of the all-round progress of the student teacher. The tutor will use one or a combination of the following techniques: observation, pen and paper, and oral questioning.

3.1.2. Summative Assessments

When assessment is used to record a judgment of a competence development or performance of the student teacher, it serves a summative purpose. Summative assessment gives a picture of a student teacher's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether competences have been achieved and to use the results for the ranking or grading of student teachers, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences. It can be internal school based assessment or external assessment in the form of national examinations. College based summative assessment should take place once at the end of each term and once at the end of the year. College summative assessment average scores for each subject will be weighted and included in the final national examinations grade. The national examinations will be done at the end of year 3 for certificate award.

3.1.3. Assessment of teaching practice

The teaching practice average grade will contribute 30% of the final grade for TMP of Creative Arts/Music. This assessment will consider scores in teaching practice assessed from Year 2 to Year 3 and will include: observation, microteaching, teaching practice in demonstration schools, school attachment and final lessons.

For the student teacher to be awarded the Certificate of successful completion of TTC, the overall results should obligatorily contain at least 21/30 of the professional practice assessment results which is equivalent to 70%.

3.2 Record Keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used generate data in the form of scores which will be carefully be recorded and stored in a portfolio. The latter is used in deciding remedial actions, alternative instructional strategy and as well as feed back to the student teacher. The records also are important to parents to check the learning progress and to advice accordingly. Finally, the records are very essential to the final assessment of professional practice of the student teacher at the end of the college.

This portfolio is a folder (or binder or even a digital collection) containing the student teacher's work as well as the student teacher's

evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. Besides, it will serve as a verification tool for each student teacher that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

3.3 Item Writing in Summative Assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of revised Bloom's taxonomy and the marks allocation for each question. In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level. Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but also testing broad, subject and generic competences as stated in the syllabus.

4. RESOURCES

4.1 Learning/teaching materials

The following list shows the main materials/equipment needed in the learning and teaching process:

- Textbooks, reference books, newspapers.
- Teacher made materials like flash cards, charts, mats, clothes, balls.
- Software materials: computer, video clips, projector and internet
- Adaptive materials like tactile and talking materials like talking globe, tactile maps, tactile illustrations, brailled equipment and materials.
- Other learning materials used in facilitating social studies lessons are: maps, globes, atlas, currency, newspapers, magazines, novels.

4.2 Human resource

For effective and efficient teaching of this Teaching Methods and Practice of Creative Art Syllabus, it is to be noted that:

- The teacher should at least have a Bachelor degree (A₀) in Creative Arts/Music education as teaching subject from a recognized teaching institution of Higher Learning.
- The teacher should have proven ability to use textbooks, teacher's guide and other resources relevant to social studies.
- The teacher should be fluent in English, which is the language of instruction.
- The teacher should have some basic skills and knowledge in special needs education like Rwandan sign language, Braille reading and writing.
- The teacher should be able to modify the methodology to accommodate the diverse needs of the learners in the class.

5. SYLLABUS UNITS

5.1 Key competences at the end of Year one

- Explain the essence of teaching Creative Arts/Music in primary and how the skills are used in everyday life.
- Differentiate available/possible learning and teaching resources required for the learning Creative Arts/Music in primary
- Use a combination of methods and strategies in a way that makes successful one's teaching Creative Arts/Music lessons
- Prepare observational lessons
- Prepare non observational lessons
- Evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment
- Facilitate Creative Arts/Music lessons in a simulated context in Teacher Training College

5.2 Teaching Methods and Practice of Creative Arts

Subject: Teaching Methods and Practice		Year: All years	Option: ECLPE & SSE options	
Topic Area: Understanding the primary Music syllabus		Sub Topic: Rationale of teaching Music in primary		
Unit 1: Introduction to teaching Music at Primary School		Number of periods: 4 periods		
Key Unit Competence: Be able to explain the components a primary Music syllabus and the importance of teaching music in daily life.				
Learning Objectives				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> • Explain the rationale of teaching Music in primary. • Describe the components of the primary Music syllabus 	<ul style="list-style-type: none"> • Link the importance of Music to daily life • Categorize the components of Music syllabus • Analyze generic competences and crosscutting issues related to Music lessons 	<ul style="list-style-type: none"> • Appreciate the importance of Music in daily life • Show the interest in teaching Music • Develop team work spirit in teaching Music 	<ul style="list-style-type: none"> • Rationale of teaching Music in primary • Components of Music syllabus of primary 	<ul style="list-style-type: none"> • In groups, student-teachers explore the rationale of teaching Music at primary school, discuss the importance of Music in daily life and present findings in class • Individually, student-teachers read the primary Music syllabus and answer teacher's questions about syllabus. • In groups, the student-teachers distinguish the components of Music syllabus. • In groups student-teachers discuss the generic competences and crosscutting issues related to Music lessons and present the findings.
Assessment criteria: <i>Student-teachers are able to explain the components a primary Music syllabus and the importance of teaching Music in daily life.</i>				
Link to other subjects (TTC subjects or Pre-primary and Primary subjects): <i>Social studies</i>				
Teaching resources: <i>Music manual, internet, teacher's guide, student's textbooks....</i>				

Subject: Teaching Methods and Practice		Year: All years		Option: ECLPE & SSE options	
Topic Area: Understanding the Music syllabus for primary		Sub Topic: Music syllabus of primary			
Unit 2: Teaching and learning resources of Music lesson		Number of periods: 5 periods			
Key Unit Competence: Be able to select the suitable teaching and learning resources of teaching Music in primary school.					
Learning Objectives					
Knowledge and Understanding		Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> List the categories of teaching and learning resources Describe the characteristics of a good teaching and learning material Explain the criteria of choosing TLMs 		<ul style="list-style-type: none"> Ability to choose appropriate resources used in Music Make required materials for teaching Music 	<ul style="list-style-type: none"> Sharing resources of teaching Music Appreciate the importance of resources in teaching Music Sharing ideas on the use of resources of teaching 	<ul style="list-style-type: none"> Resources: -Books (textbooks, student's books, Teacher's Guide,), resource person. Materials: <ul style="list-style-type: none"> Man-made: materials (drum, guitar, umuduri, iningiri, umwirongi...) Natural materials (blowing wind, birds, stones...) 	<ul style="list-style-type: none"> In groups, student teachers analyze, discuss and categorize the resources and materials that are in Music syllabus used in Music lesson of primary and present the findings. In groups, the student-teachers explain the characteristics of a good teaching and learning material for teaching Music in primary

				<ul style="list-style-type: none"> • In groups, the student-teachers brainstorm the advantages of teaching and learning resources in Music • Individually, the student-teacher makes different resources that can be used to teach Music
Assessment criteria: <i>Student-teachers are able to select the suitable teaching and learning resources of teaching Music in primary</i>				
Link to other subjects (TTC subjects or Pre-primary and Primary subjects): <i>Music</i>				
Teaching resources: <i>Music manual, flip chart, teacher's guide, student's textbooks....,</i>				

Subject: Teaching Methods and Practice		Year: All years	Option: ECLPE & SSE options	
Topic Area: Teaching and learning methods and strategies for music in primary		Sub Topic: Methods of teaching music in primary		
Unit 3: General principles of teaching music		Number of periods: 5 periods		
Key Unit Competence: Be able to use a combination of methods and strategies in that makes successful one's teaching music				
Learning Objectives				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> • Explain the conditions of choosing a song • Identify and describe the methods of teaching a song in primary 	<ul style="list-style-type: none"> • Select the suitable method of teaching songs • Use/apply suitable methods of teaching a song in primary 	<ul style="list-style-type: none"> • Share ideas on the conditions of choosing a song to be taught in primary • Appreciate the methods of teaching songs in primary school 	<ul style="list-style-type: none"> – Conditions of choosing a song to be taught – Guidelines/methods of teaching a song at Primary school • Whole song method • Phrase method 	<ul style="list-style-type: none"> • In groups, student teachers discuss the characteristics of a good song to be taught in primary and present findings • In groups, the student-teachers brainstorm the guidelines of teaching a song at Primary school • Individually, the student-teacher selects the suitable methods of teaching different songs in primary school and presents the findings.
Assessment criteria: <i>Student-teachers are able to apply suitable methods and strategies of teaching different songs in primary school</i>				
Link to other subjects (TTC subjects or Pre-primary and Primary subjects): <i>Music</i>				
Teaching resources: <i>Music manual, flip chart, teacher's guide, student's textbooks....</i>				

Subject: Teaching Methods and Practice		Year: All years	Option: ECLPE & SSE options	
Topic Area: Teaching and learning methods and strategies for Music in primary		Sub Topic: Lesson planning for performing Music		
Unit 4: Lessons of performing Music		Number of periods: 5 periods		
Key Unit Competence: Be able to prepare a lesson related to performing Music				
Learning Objectives				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> • Define different concepts related to performing Music • Explain the techniques and strategies for facilitating lessons of performing Music • Identify generic competences and crosscutting issues related to Music lessons • List the characteristics of appropriate resource for a Music lesson 	<ul style="list-style-type: none"> • Apply the techniques and strategies for facilitating lessons of performing Music • Make resources to be used when teaching lessons of performing Music • Use appropriately resources available to teach Music lessons 	<ul style="list-style-type: none"> • Appreciate the techniques and strategies for facilitating lessons of performing Music • Develop team and leadership spirit. • Develop Self-confidence and self-esteem through presentation in the class • Sharing ideas and resources 	<ul style="list-style-type: none"> • Recall of concepts/content related to performing Music • Techniques and strategies for facilitating lessons of performing Music • Developing generic competences and crosscutting issues related to Music lessons 	<ul style="list-style-type: none"> • In groups, student-teachers discuss the concepts/content related to performing Music and present findings • In groups, student-teachers discuss the techniques and strategies for facilitating lessons of performing Music • In groups, student-teachers use appropriate resources and make others locally materials to be used while teaching lessons of performing Music. • In groups, student-teachers brainstorm the assessment tasks related to the lessons of Music and present findings

<ul style="list-style-type: none"> • Identify the qualities of a good task related to Music lesson 	<ul style="list-style-type: none"> • Ability to set appropriate assessment tasks related to Music lessons • Ability to make a good lesson plan 		<ul style="list-style-type: none"> • Produce appropriate resources using low cost materials • Use appropriate resources (available and locally made) • Setting assessment tasks related to lessons of Music • Writing lesson plan 	<ul style="list-style-type: none"> • Individually, student-teachers prepare a Music lesson plan
<p>Assessment criteria: <i>Student-teachers are able to prepare a lesson related to performing Music</i></p>				
<p>Link to other subjects (TTC subjects or Pre-primary and Primary subjects): <i>SET</i></p>				
<p>Teaching resources: <i>Music manual, flip chart, teacher's guide, student's textbooks....</i></p>				

Subject: Teaching Methods and Practice		Year: All years	Option: ECLPE & SSE options	
Topic Area: Teaching and learning methods and strategies for Music in primary		Sub Topic: Lesson planning of composing songs and poems		
Unit 5: Lessons of composing songs and poems		Number of periods: 5 periods		
Key Unit Competence: Be able to prepare an active lesson of composing songs and poems				
Learning Objectives				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> • Know to teach how to compose songs and poems • Identify the strategies of teaching composition of songs and poems • State generic competences and crosscutting issues related to Music lessons 	<ul style="list-style-type: none"> • Apply techniques and strategies for facilitating lessons of composition of songs • Make and use suitable materials for teaching composition of songs and poems 	<ul style="list-style-type: none"> • Appreciate the techniques and strategies for facilitating lessons of composing songs and poems • Develop a spirit of team work and leadership through discussions • Develop self-confidence and self-esteem through findings presentation 	<ul style="list-style-type: none"> • Recall of concepts/content related to composing songs and poems • Techniques and strategies for facilitating lessons of composing songs and poems • Developing generic competences and crosscutting issues related to Music lessons • Produce appropriate resources using low cost materials 	<ul style="list-style-type: none"> • In groups, the student-teachers brainstorm the steps of composing songs and poems and present findings • In groups, the student-teachers discuss the strategies for facilitating lessons of composing songs and poems and present findings • In groups, the student-teachers discuss how generic competences and crosscutting issues can be developed through music lessons (composition of songs and poems) • In groups, the student-teachers suggest/propose assessment tasks that can be used to a lesson of composing songs and poems

<ul style="list-style-type: none"> • Identify the qualities of a good resource of teaching Music lessons • List the criteria of setting assessment tasks related to lessons of composing songs and poems • Enumerate the steps of lesson planning 	<ul style="list-style-type: none"> • Ability to set assessment tasks related to lessons of composing songs and poems • Make a lesson plan 	<ul style="list-style-type: none"> • Appreciate others' songs and poems • Share ideas through Communication • Value others' presentation of findings • Show interest in setting assessment tasks 	<ul style="list-style-type: none"> • Use appropriate resources (available and locally made) • Setting assessment tasks related to lessons of composing songs and poems • Writing lesson plan) 	<ul style="list-style-type: none"> • In groups, the student-teachers prepare lessons of composing songs and poems
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Assessment criteria: *Student-teachers are able to prepare an active lesson of composition of songs and poems.*

Link to other subjects (TTC subjects or Pre-primary and Primary subjects): *composition in languages*

Teaching resources: *Music manual, flip chart, teacher's guide, student's books of Music...*

Subject: Teaching Methods and Practice		Year: All years	Option: ECLPE & SSE options	
Topic Area: Teaching practice		Sub Topic: Evaluation of model lesson		
Unit 6: Observation of model lessons		Number of periods: 5 periods		
Key Unit Competence: Be able to evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment				
Learning Objectives				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> • Identify the aspects to be observed during lesson presentation • Explain observation sheet • List good ways of giving feedback 	<ul style="list-style-type: none"> • Analyze the aspects to be observed during lesson delivery • Ability to use observation sheet • Ability to evaluate and provide constructive feedback to a delivered lesson • Develop and apply communication skills 	<ul style="list-style-type: none"> • Appreciate the lesson delivered • Develop team spirit and leadership during group discussions • Develop self-confidence and self-esteem during lesson presentation and in groups • Sharing ideas and respect others' views during group discussions and presentation 	<p>Using lesson observation sheet</p> <p>Giving constructive feedback (strong points and areas to improve)</p>	<ul style="list-style-type: none"> • In groups, the student-teachers brainstorm the aspects to be checked during lesson observation • In groups, the student-teachers analyze and discuss the elements of observation sheet • Individually, student-teachers fill in the observation sheet during lesson delivery • In groups, the student-teachers share views on the lesson delivered

		<ul style="list-style-type: none"> • Develop cooperation and collaboration 		<ul style="list-style-type: none"> • Each group presents its observations
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Assessment criteria: *Student-teachers are able to prepare and teach a Music lesson*

Link to other subjects (TTC subjects or Pre-primary and Primary subjects): *Music, Fine arts, PE, SET*

Teaching resources: *Art manual, flip chart, rice sacks...*

Subject: Teaching Methods and Practice		Year: All years	Option: ECLPE & SSE options	
Topic Area: Teaching practice		Sub Topic: Facilitate music lesson in a simulated context in TTC		
Unit 7: Micro-teaching		Number of periods:		
Key Unit Competence: Be able to facilitate music lessons in a simulated context in TTC				
Learning Objectives				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> • State the steps of micro-teaching • Identify the guidelines of lesson observation 	<ul style="list-style-type: none"> • Implement the steps of micro-teaching • Evaluate and provide feedback of micro-teaching 	<ul style="list-style-type: none"> • Being attentive during micro-teaching • Share ideas during micro-teaching • Appreciate the ideas given during micro-teaching • Develop self-confidence and self esteem 	<ul style="list-style-type: none"> • Recall of steps/ phases of micro-teaching • Briefing • Teaching • Critics • Re-teach • Observation of microteaching • Giving feedbacks 	<ul style="list-style-type: none"> • Student-teachers follow and answer teacher's questions • Student-teachers provide comments after micro-teaching (strong points and areas to improve)
Assessment criteria: <i>Student-teachers are able to facilitate a Music lesson in a simulated context in TTC</i>				
Link to other subjects (TTC subjects or Pre-primary and Primary subjects): <i>Music, Fine arts, PE, SET, Drama...</i>				
Teaching resources: <i>Art manual, flip chart, rice sacks, guitar, Teacher's guide, student's textbooks...</i>				

Subject: Teaching Methods and Practice		Year: All years	Option: ECLPE & SSE options	
Topic Area: Teaching practice		Sub Topic: Facilitate music lesson in a demonstration school		
Unit 8: Teaching practice		Number of periods:		
Key Unit Competence: Be able to facilitate various Music lessons in a demonstration school				
Learning Objectives				
Knowledge and Understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> Enumerate the elements of a lesson plan State the steps of lesson delivery. List the strategies of giving feedbacks. 	<ul style="list-style-type: none"> Implement teaching and learning principles Evaluate and provide feedback after lessons' facilitation Apply communication skills while teaching 	<p>Being patient while teaching practice is taking place in demonstration school</p> <p>Being a good time manager when delivering a lesson</p> <p>Exchange ideas when providing feedback</p> <ul style="list-style-type: none"> Appreciate the way others facilitate lessons Develop self-confidence and self-esteem while facilitating lessons 	<ul style="list-style-type: none"> Preparation of lessons to be taught in a demonstration school Observation of lessons in a demonstration school Giving feedbacks 	<ul style="list-style-type: none"> Individually, student-teachers prepare lessons to be taught in demonstration school Each student-teacher facilitate lesson in demonstration school Student-teachers who are not teaching, they observe lessons of their peers and provide comments (strong points and areas to improve) after
Assessment criteria: <i>Student-teachers are able to facilitate a Music lesson in a simulated context in TTC</i>				
Link to other subjects (TTC subjects or Pre-primary and Primary subjects): <i>Music, Fine arts, PE, SET, Drama...</i>				
Teaching resources: <i>Art manual, flip chart, rice sacks, guitar, Teacher's guide, student's textbooks...</i>				

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7. ANNEX

7.1 WEEKLY TIME ALLOCATION OF TEACHING METHODS AND PRACTICE

Option	TMP Subjects	Number of period	
		Year 1	Year 2, term 1
Language Education (LE)	1.English	2	
	2.Kinyarwanda	2	
	3. French	-	1
Social Studies education (SSE)	1.Social Studies and Religious Education	2	
	2. Fine Arts & Crafts	1	
	3. Music	-	1
	4.Physical education	1	
Science & Mathematics (SME)	1.Mathematics	2	
	2.SET	2 (Science component)	
		2 (ICT component)	
ECLPE	1.Physical Education	-	1
	2. SET		
	3. Kinyarwanda	1	-
	4. Mathematics	1	-
	5.English	1	-
	6. Social studies and Religious Education	-	1
	7.Music and Fine Art & Craft	-	1
	8.Pre-primary	4	

7.2 OVERVIEW OF TEACHING METHODS AND PRACTICE PRIMARY-MUSIC

TOPIC AREA	COMPETENCES		
	YEAR 1	YEAR 2	YEAR 3
Understanding the Music syllabus for primary		Explain the components a primary music syllabus and the importance of teaching music in daily life.	
		Differentiate available/possible learning and teaching resources required for the learning Music in primary	
Teaching and learning methods and strategies for Music in primary		Use a combination of methods and strategies in a way that makes successful one's teaching music	
		Prepare a lesson related to performing music	
		Prepare an active lesson of composing songs and poems	
		Prepare an active lesson of appraising	
Teaching practice		Evaluate adequacy of teaching and learning strategies used during model lessons as student-teacher get familiar with teaching and learning environment	Facilitate various Music lessons in a demonstration schools during the internship period
		Facilitate Music lessons in a simulated context in TTC	
		Facilitate various Music lessons in a demonstration schools	