

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

NATIONAL CURRICULUM

DEVELOPMENT CENTRE (NCDC)

B.P 608 KIGALI

WEBSITE: <http://www.ncdc.gov.rw>

**ADVANCED LEVEL MUSIC CURRICULUM FOR TEACHER TRAINING COLLEGE (TTC):
SOCIAL STUDIES COMBINATION**

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I. Introduction

Music is one of the pillars that constitute the cultural heritage values of Rwanda through which its culture and behavior are manifested. Music has been for a long time a source of friendliness among people who are brought together through music in different circumstances.

Today in our schools, the music subject plays a great role in helping the learners to acquire and develop the cultural values contained in it. Indeed, music keeps people in a joyful mood, and leads them to strengthen their personalities. Music is a valuable art. Apart from pleasing the ear, it arouses imagination, and helps to express feelings and control passions.

Thus, through this Music curriculum for Teaching Training College (TTC) in Social Studies Option, we hope that this subject will instill in learners a spirit of enthusiasm which will help them to follow this career in their life.

II. General objectives

At the end of the "A" level of TTC, the learner who will have followed the music subject should be able to:

- perform a piece of music composed in any key and teach it to others;
- compose and teach songs adapted to the learners;
- identify the rhythms of Rwandan songs;
- be a choir conductor.

III. Learning Skills

Throughout the training, the music subject will help the learner to develop the following skills: mastery of music theory, sol-fa, and musical composition.

IV. Methodological notes

Music is a subject that requires the integration of theory and practice. The mastery of the theory will be measured in practice. Hence, it is necessary to provide learners with many practical exercises.

At the beginning of each new chapter, the teacher will verify if the required prerequisites are well known by learners. Each unit and chapter exercises must be well assimilated. Therefore, the teacher has to compose varied practical exercises.

V. Required equipment

For the success of this curriculum, the school should have the following equipment and materials:

- tuning fork (diapason)
- metronome
- keyboard Instruments
- wind Instruments: flute, harmonica, umwirongi
- string Instruments: guitar, umuduri, inanga, iningiri
- percussion Instruments: drum, bells, ikembe
- different sound objects
- audio-visual recordings
- books of songs in different languages
- collections of Rwandan songs
- music dictionary
- teacher's guide
- learner manuals

Note: Some of these materials can be purchased in shops, others can be made locally.

VI. Assessment approach

➤ Formative evaluation

This approach focuses much more on the process of training than other forms of assessments. Its purpose is to guide the learner in his work. Moreover, it enables the teacher to collect information about the difficulties encountered by the learner, and then the data are interpreted to find out the causes of the problem. Based on the findings, the teacher adapts his teaching methods to facilitate learning.

Formative assessment is characterized by:

❖ oral assessment

This evaluation will focus on how songs are performed:

- the way the learners perform requires complying with the rhythm , melody, nuance and movement
- accuracy

The oral assessment will be done progressively as the learner progresses in learning.

❖ written evaluation

This evaluation will focus on two activities:

- place the musical symbols on the staff
- explain the musical symbols on the staff

➤ Summative evaluation

It is applied usually after a period of training and verifies whether or not the learners have mastered the content of the subject. Thus, at the end of the A level, we evaluate:

- The overall quality in the execution of a familiar song
- The execution of a simple melody in different major and minor tonalities.

At the end of the A' level, the examination will be given according to the content of this program.

VII. Specific factors

The implementation of this program requires:

- Training sessions for music teachers
- Teaching materials and equipment

4th form

Overall Objectives

At the end of the 4th form, the learner will be able to:

- explain and distinguish the key concepts in Music;
- find out the different modes of sound production;
- identify the basic elements constituting the musical language;
- read and sing the notes in the C scale;
- show the rhythm by beating simple time;
- observe the value of interpretive signs indicated in a piece of music

Chapter 1: Introduction to different types of musical expression (2 periods)

1. Link to other subject (Prerequisite)

- Songs and dances generally known

2. Teaching Aid

- Audiovisual equipment

3. Ability to develop

- great opening in music
- taste of music
- sense of creativity

4. Objective

At the end of the chapter, the learner will be able to explain and distinguish the basic concepts used in Music

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - Explain the key terms related to different kinds of musical expressions - Distinguish the different expressions of music - Highlight the importance of music in human life 	<ol style="list-style-type: none"> 1. Definition of the different kinds of musical expressions 2. Various ways to express music 	<ul style="list-style-type: none"> - The teacher displays the images of musical expressions - Learners point out and distinguish features of different musical expression - Learners do research on different terms: music, choral singing, dance and ballet, orchestra and ensemble, opera, symphony and concerto - The teacher shows pieces of music related to: music, choral singing, dance and ballet, orchestra and ensemble, opera, symphony and concerto - The teacher lets the learners listen to these different pieces of music

Chapter 2: My resonant universe (4 periods)

1. Link to other chapters / subject (Prerequisite)

Acoustics in Physics

2. Teaching Aids

- tuning fork
- metronome
- musical instruments
- objects that can produce sounds
- audiovisual recordings

3. Ability to develop

- keen ear
- great opening in music
- taste of music
- sense of creativity

4. Objective

At the end of the chapter, the learner will be able to discover and produce different kinds of sound.

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - distinguish sound from noise - distinguish the sources of sound production from its mode of production - distinguish the different qualities of sound - distinguish between different musical instruments and their timbre (tones) 	<ol style="list-style-type: none"> 1. Sound <ol style="list-style-type: none"> 1.1. Definition of sound 1.2. Sound and noise 2. Sound production <ol style="list-style-type: none"> 2.1. Sources of sound 2.2. Modes of production 2.3. Creation of sound <ol style="list-style-type: none"> 2.3.1. The string 2.3.2. The case of resonance 3. Quality of sound <ol style="list-style-type: none"> 3.1. Human voice 3.2. Choir 3.3. Quality of musical sound 4. Musical instruments <ol style="list-style-type: none"> 4.1. Classification 4.2. Range 4.3. Position of the instruments in the orchestra 	<ul style="list-style-type: none"> - Teachers and learners manipulate objects that produce different sounds to differentiate them from musical instruments.

Chapter 3: Musical Language (6 periods)

1. Link to other chapters /subject (Prerequisite)

- Division in Mathematics
- Fraction in Mathematics

2. Teaching Aids

- Audiovisual recordings
- Sheets of note and rest symbols
- Sheets of musical staff and its notes
- Chalk of different colors

3. Ability to develop

- accuracy
- taste of music
- sense of creativity

4. Objective

At the end of the chapter, the learner will be able to master the basic elements of musical language

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - draw a musical staff - differentiate, by numbering, the lines, spaces and ledger lines - draw and put the treble clef (G clef) on the staff - tell the origin of the names of musical notes - place the notes on the staff, over and under the staff - read the notes on a musical staff - draw, name and distinguish the note symbols - draw, name and distinguish rest symbols - compare the duration of dotted notes - draw a table of note and rest symbols - compare the note symbols and rest symbols 	<ol style="list-style-type: none"> 1. Musical staff <ol style="list-style-type: none"> 1.1. Staff 2.2. Ledger lines 2.3. Treble clef (G clef) 2. Names of musical notes <ol style="list-style-type: none"> 2.1. Origin of the names of the notes 2.2. Names of the notes on the musical staff 3. Musical notes <ol style="list-style-type: none"> 3.1. Musical note symbols 3.2. Duration and value of the notes 3.3. Value of the notes 4. Musical rests <ol style="list-style-type: none"> 4.1. Rest symbols 4.2. Duration and value of the rests 4.3. Summary table of notes and rests duration and value 5. The dotted notes <ol style="list-style-type: none"> 5.1. Duration and value of the dotted note 5.2. Triplet 	<ul style="list-style-type: none"> - The teacher draws a musical staff - The teacher draws the three kinds of keys - The teacher names the notes - The teacher draws the notes on the lines and in the spaces - The teacher draws the treble clef (G clef) on the staff - The teacher shows a written piece of music - Learners discover the duration of note and rest symbols - Learners do practice on the value of note symbols - The teacher draws a table of note symbols - The teacher shows a piece of music with various rest symbols - Learners do practice on the value of the rests - The teacher draws a table of rest symbols - The teacher draws a summary table of rest and note symbols

Chapter 4: Introduction to C scale (4 periods)

1. Link to other chapters / subject (Prerequisite)

- Introduction to music
- Sound
- Musical language

2. Teaching Aids

- Sheets of note and rest symbols
- Board of the musical staff and notes
- Musical instruments (piano, flute, guitar, etc)
- Audiovisual recordings
- Board representing a keyboard
- Chalk of different colors

3. Ability to develop

- voice training
- accuracy
- making simple musical instruments (flute, guitar, inanga, umuduri, etc)

4. Objective

At the end of the chapter, the learner will be able to read and sing the notes in C scale.

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - Define the C scale, the octave, conjoined notes, ascending and descending scale - Place the notes on the staff in C scale - Identify and name the degrees of the scale - Sing the names of the notes in the ascending and descending scale 	<ol style="list-style-type: none"> 1. The C scale <ol style="list-style-type: none"> 1.1. Keyboard 1.2. Arpeggio of the C scale 2. The degrees <ol style="list-style-type: none"> 2.1. Degrees in scale 2.2. Names of degrees 	<ul style="list-style-type: none"> - The teacher sol-fas the C scale ascending and descending - The learners listen attentively how the teacher sol-fas the C scale ascending and descending - The teacher helps learners to discover in piece of music the degrees of different notes (in C scale) - The teacher shows the keyboard instrument and how to play the ascending and descending C scale - The learners distinguish the note positions in the C scale on the staff and the keyboard - The teacher lets the learners sing and play short songs in C scale

Chapter 5: Simple time signatures (4 periods)

1. Link to other chapters / courses (Prerequisite)

- Introduction to music
- Division and fraction in Mathematics
- Sound
- Musical language

2. Teaching Aids

- Sheets of notes and rest symbols
- Board of the musical staff and notes
- Audiovisual recordings
- Chalk of different colors
- Musical instruments (piano, flute, guitar, etc)

3. Ability to develop

- coordination
- movement
- automatism
- taste of music
- sense of discovering the rhythm of a piece of music

4. Objective

At the end of the chapter, the learner will be able to beat the rhythm of a piece of music in simple time signatures.

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - explain the simple time signatures - place simple time signatures and notes on the staves -distinguish bars, bar lines and anacrusis -distinguish the three types of simple time signatures in the different exercises 	<ol style="list-style-type: none"> 1. Definition of measure/bar 2. Time signatures (Meters) <ol style="list-style-type: none"> 2.1. $\frac{2}{4}$ time signature 2.2. $\frac{3}{4}$ time signature 2.3. $\frac{4}{4}$ time signature 	<ul style="list-style-type: none"> - Learners give the definition of the simple time signatures $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ - The teacher explains the numbers of the fraction indicating time signatures - The teacher defines the bar lines, double bar lines and anacrusis - The teacher shows how to beat the simple time signatures - The learners practice beating the simple time signatures - The teacher and learners sol-fa beating the simple time signatures - The teacher gives more exercises using short songs

Chapter 6: Musical performance techniques (4 periods)

1. Link to other chapters / subject (Prerequisites)

- Musical language
 - Introduction to C scale
 - Simple time signatures

2. Teaching Aids

- Audiovisual recordings
- Board representing interpretive signs
- Pieces of music
- Flip chart and markers

3. Ability to develop

- accuracy
- precision
- complying with the given instructions

4. Objective:

At the end of the chapter, the learner will be able to observe (respect) signs of interpretation indicated in a piece of music.

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - Distinguish the different signs of movement and nuances used in music - Perform various songs according to the movements and nuances indicated in music - Distinguish the different signs of articulation used in music - Perform various songs according to the signs of musical direction - Distinguish the different signs of repetition used in music - Perform various songs according to the indicated signs of repetition 	<ol style="list-style-type: none"> 1. Musical direction <ol style="list-style-type: none"> 1.1. Movement 1.2. Nuances 1.3. Appoggiatura 1.4. Acciaccatura 2. Repetition <ol style="list-style-type: none"> 2.1. Double bars of repeat 2.2. Volta brackets 2.3. Dal segno and Da capo 2.4. Coda 2.5. Segno 3. Articulation signs <ol style="list-style-type: none"> 3.1. Tie 3.2. Slur 3.3. Staccato <ol style="list-style-type: none"> 3.4. Dynamic Accent 3.5. Fermata 	<ul style="list-style-type: none"> - The teacher writes a song with different movement and nuances on the board - The teacher sings that song without observing the movements and nuances - The teacher sings the song observing the signs used in a piece of music - The teacher gives the meaning of different musical directions - The teacher shows to the learners how to use the musical direction signs in a piece of music. - The teacher and learners sing songs respecting various signs indicated

5th form

Overall Objectives

At the end of the 5th form, the learner will be able to:

- read and sing the notes in bass clef
- show the rhythm by beating compound time signature
- perform a piece of music according to the signs of alteration
- sing a melody respecting the intervals
- expressing feelings through different tonalities
- distinguish the major scale from the minor scale

Chapter 1: F-clef /bass clef (6 periods)

1. Link to other chapters /subject (Prerequisite)

- Musical Language
- Introduction to C scale
- Simple time signatures

2. Teaching Aids

- Audiovisual recordings
- Board with the treble clef and F-clef on the staff
- Sheets with the notes in F-clef on the staff
- Flip chart and markers
- Pieces of music in treble clef and F-clef

3. Ability to develop

- accuracy
- precision
- automatism
- complying with given instructions

4. Objective:

At the end of the chapter, the learner will be able to read and sing the notes in F-clef

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none">- Draw and put the bass clef on the staff- Justify the use of the bass clef in music- Establish the relationship between the treble clef and F-clef on the staff- Place the notes on a staff with the bass clef- Read and sing the notes in bass clef- Perform songs in G and F-clefs	<ol style="list-style-type: none">1. F clef2. The notes in F-clef3. The notes in G-clef and F-clef4. The middle C	<ul style="list-style-type: none">- A learner draws a musical staff on the board with the treble clef- A learner writes and names the notes on the musical staff- A learner draws another staff below the first one - The teacher draws the bass clef and places the notes on the second staff- The teacher reads the notes of the bass clef - The teacher shows the relationship between the treble clef and bass clef- The learners read the notes in F clef - The teacher and learners practice reading in G and F-clefs

Chapter 2: Compound time signatures (4 periods)

1. Link to other chapters / subject (Prerequisite)

- Division and fraction in Mathematics
- Simple time signatures

2. Teaching Aids

- Sheets of note and rest symbols
- Sheets of note on the musical staff
- Audiovisual recordings
- Flip chart and markers
- Chalk of different colors

3. Ability to develop

- coordination
- movement
- automatism
- taste of music
- sense of discovering the rhythm of a piece of music

4. Objective

At the end of the chapter, the learner will be able to beat the rhythm of a piece of music with compound time signatures

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - Explain the components of compound time signatures - place compound time signatures and note on the staves - distinguish the three types of compound time signatures in the different exercises - Beat the compound time signatures - Establish the relationship between simple time signatures and compound time signatures 	<ol style="list-style-type: none"> 1. Generality 2. Compound time signatures <ol style="list-style-type: none"> 2.1. $\frac{6}{8}$ time signature 2.2. $\frac{9}{8}$ time signature 2.3. $\frac{12}{8}$ time signature 3. The relationship between simple time signatures and compound time signatures 4. Time unit and measure unit <ol style="list-style-type: none"> 4.1. Time unit 4.2. Measure unit 4.3. Charts of time and measure units <ol style="list-style-type: none"> 4.3.1. The simple time signatures 4.3.2. The compound time signatures 	<ul style="list-style-type: none"> - The teacher shows a piece of music with dotted notes and quavers - Learners discover the time unit in each measure - The teacher gives explanation on time unit of $\frac{6}{8}$, $\frac{9}{8}$ and $\frac{12}{8}$ time signature - The teacher gives learners exercises on beating compound time signatures - A learner conducts a group of his colleagues while they are singing a piece of music with simple or compound time signatures -The learners discover the relationship between the simple and compound time signatures.

Chapter 3: Alterations (4 periods)

1. Link to other chapter / subject (Prerequisites)

- Introduction to C scale

2. Teaching Aids

- Board/sheets of notes on the musical staff
- Keyboard, guitar
- Audiovisual recordings
- Flip chart and markers
- Chalk of different colors

3. Ability to develop

- Coordination
- Movement
- Automatism
- taste of music
- sense of discovering the rhythm of a piece of music

4. Objective:

At the end of the chapter, the learner will be able to perform a piece of music with alteration signs

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - Define tones and semitones, - Show the tones and semitones on the keyboard - define the alterations: sharp, flat and natural - Find out the different signs of alteration used in a piece of music - Explain the importance of alterations - Define the altered note - Define the enharmonic notes - Show and name the enharmonic notes on the keyboard 	<ol style="list-style-type: none"> 1. Tone and semitone 2. Signs of alteration 3. Accidental signs 4. Enharmonic notes 	<ul style="list-style-type: none"> - The teacher shows the degrees of notes on the musical scale - The learners make a wooden keyboard or draw one on a sheet of paper, etc - The learners discover tones and semitones - The teacher shows the sharp, flat and natural in a piece of music - The teacher shows the altered notes on the keyboard - The teacher plays a piece of music in which there are accidentals (sharp, flat and natural) - The teacher names the enharmonic notes on the keyboard - The teacher gives practical exercises

Chapter 4: Intervals (8 periods)

1. Link to other chapter /subject (Prerequisites)

- Introduction to C scale

2. Teaching Aids

- Pieces of music
- Audiovisual recordings
- Musical instruments: keyboard, guitar, etc
- Flip chart and markers
- Chalk of different colors

3. Ability to develop

- accuracy
- automatism
- keen ear

4. Objective

At the end of the chapter, the learner will be able to identify different intervals in a piece of music

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - Define musical intervals - Name the intervals - Sing the notes in different intervals - Differentiate the intervals: major, minor and perfect 	<ol style="list-style-type: none"> 1. Definition 2. The names of the intervals 3. The classification of intervals 	<ul style="list-style-type: none"> - The teacher shows the learners the intervals in a piece of music - From a musical note to another, the teacher constructs ascending /descending intervals - The teacher and learners calculate the number of tones and semitones in an interval - The teacher gives exercises on the ascending / descending intervals - Learners sing songs containing different intervals

Chapter 5: Musical scales (20 periods)

1. Link to other chapters / subject (Prerequisites)

- Introduction to C scale
- Alterations

2. Teaching Aids

- Pieces of music
- Audiovisual recordings
- Musical instruments: piano, guitar, etc
- Board representing major / minor scale
- Flip chart and markers
- Chalk of different colors

3. Ability to develop

- accuracy
- feelings
- automatism
- keen ear

4. Objective

At the end of the chapter, the learner will be able to express feelings through different tonalities

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - Define diatonic and chromatic scales - Define major and minor scales - Make the C major scale and its relative A minor - Establish the relationship between the major scale and its relative minor - Use the tetrachord technique for making scales - Discover the scale from the key signature - Discover tonalities of songs and perform them 	<ol style="list-style-type: none"> 1. Diatonic and chromatic scales 2. Formation of major and minor scales according to their model. 3. Alterations at the key signatures and their position order. 4. Major and its relative minor scale 5. Performance of pieces of music in different keys on the keyboard 	<ul style="list-style-type: none"> - The teacher sol-fa the notes in the ascending and descending C scale while the learners are listening carefully. - The teacher gives exercises on ascending and descending chromatic scales - The teacher makes major diatonic scales with sharps at the key signatures using the tetrachord technique - The teacher makes major diatonic scales with flats at the key signatures using the tetrachord technique - The teacher shows the order and positions of the sharps and flats on the staff - From the major scale, the learners discover its relative minor - From the minor scale, the learners discover its relative major - The learners discover the tonality of the song from its key signature - The learners practice the scales on the keyboard - The teacher helps the learners to sing short songs in different scales - A learner conducts a group of singers

6th form

Overall Objectives

At the end of the 6th form, the learner will be able to:

1. perform and write down a piece of music in a tonality different from the original
2. play major and minor chords and sing it in group
3. perform the rhythm by beating complex time signatures
4. compose pieces of music in different scales

Chapter 1: Transposition (4 periods)

1. Link to other chapters / subject (Prerequisites)

- Introduction to musical scales
- Alteration

2. Teaching Aids

- tuning fork
- board representing different major scales / minor
- pieces of music
- audiovisual recordings
- musical instruments: guitar, flute, drums, etc
- flip chart and markers
- chalk of different colors

3. Ability to develop

- precision
- accuracy
- automatism

4. Objective

At the end of the chapter, the learner will be able to perform a song in a tonality different from the original

Specific objectives	Contents	Teaching-learning activities
The learner will be able to: - define transposition in music - perform a musical composition in a tonality different from the original -write a song in different tonalities	1. Transposition 2. Oral transposition 3. Written transposition	- The teacher sings a musical composition in its original key - The teacher sings the same musical composition in different keys - The teacher writes the same song on the board - The learners copy the song in their exercise books - The teacher rewrites that song in different keys - The learners rewrite the song in their exercise books - The teacher performs the transposed song - The learners repeat this exercise - The learners sing the transposed songs - The teacher gives more exercises on transposition

Chapter 2: The chords (4 periods)

1. Link to other chapters / subject (Prerequisite)

- Introduction to musical scales
- Intervals
- Alterations

2. Teaching aids:

- tuning fork
- board representing different major and minor scales
- pieces of music
- audiovisual recordings
- musical instruments: guitar, flute, drums, etc
- Flip chart and markers
- Chalk of different colors

3. Ability to develop

- precision
- accuracy
- automatism

4. Objective

At the end of the chapter, the learner will be able to play the major and minor chords

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - define the chord, the perfect major and minor chords , the seventh chord, dominant seventh chord - define the consonance and dissonance - compose the chords - play the various chords on musical instruments - perform a song in different voices 	<ol style="list-style-type: none"> 1. The triads 2. The perfect major and minor chords 3. The seventh chords 	<ul style="list-style-type: none"> - The teacher explains how the chords are composed - The teacher shows the learners the different chords - The teacher sings the notes - The learners sing that song while the teacher plays the chords indicated over the staff - The teacher gives a piece of music: the learners find the melody and the chords - The learners sing the song and play the chords on the key board - The teacher explains while demonstrating major, minor and seventh chords in different tonalities - The teacher shows how to compose major, minor and seventh chords - The teacher gives short songs to the learners, who will perform them in canon.

Chapter 3: Complex time signatures (6 periods)

1. Link to other chapters / subject (Prerequisites)

Simple and compound time signatures

2. Teaching Aids

- Sheets of note and rest symbols
- Board of musical staff and notes
- Audiovisual recordings
- Flip chart and markers
- Chalk of different colors

3. Ability to develop

- coordination
- movement
- automatism
- taste of music
- sense of discovering the rhythm of a piece of music

4. Objective

At the end of the chapter, the learner will be able to beat the rhythm of a song with complex time signatures.

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - identify Rwandan rhythms - perform Rwandan traditional songs - explain the components of complex time signatures - place note and rest symbols on the staff respecting complex time signatures - distinguish between different types of complex time signatures - explain the numbers of the fractions indicating complex time signatures - establish relationship between simple, compound and complex time signatures - beat a piece of music with complex time signatures 	<ol style="list-style-type: none"> 1. Rwandan rhythms 2. Complex time signatures <ol style="list-style-type: none"> 2.1. $\frac{5}{8}$ time signature 2.2. $\frac{7}{8}$ time signature 2.3. $\frac{8}{8}$ time signature 2.4. $\frac{10}{8}$ time signature 	<ul style="list-style-type: none"> - The teacher shows how to sing Rwandan songs respecting different rhythms - The learners perform the same Rwandan songs - The teacher explains the time unit of complex time signatures - The teacher shows the learners how to perform Rwandan songs with complex time signatures - The learners discover the relationship between simple, compound and complex time signatures - The teacher prepares exercises on the complex time signatures - A learner conducts a group of his colleagues singing Rwandan songs with complex time signatures

Chapter 4: Introduction to the composition of songs (20 periods)

1. Link to other chapters / subject (Prerequisites)

- Everything seen in previous chapters
- Composition of texts/poems

2. Teaching Aids

- Musical instruments: piano, guitar, flute, etc
- Books of songs
- Flip chart and markers
- Chalk of different colors

3. Ability to develop

- creativity
- accuracy

- research
- analysis
- automatism

4. Objective

At the end of the chapter, the learner will be able to compose songs in different tonalities.

Specific objectives	Contents	Teaching-learning activities
<p>The learner will be able to:</p> <ul style="list-style-type: none"> - define musical composition - analyze a piece of music - define: rhythm, melody, structure, harmony, syncopation, prosodic pattern - give the steps to follow in musical composition - compose a short text adapted to the melody 	<ol style="list-style-type: none"> 1. Composition <ol style="list-style-type: none"> 1.1. Definition 1.2. Rhythmic formulas 1.3. Melody 1.4. Cadence 2. The steps and techniques of composing a song 3. The study of songs 	<ul style="list-style-type: none"> - The teacher sings different melodies - The teacher helps the learners to discover the different rhythms in those melodies - From the melodies given by the teacher, the learners compose a text adapted to them - The learners perform their songs and analyze them - From the songs composed by the learners the teacher explains the techniques of song composition - The learners apply these techniques in the composition of new songs

Reference books

1. **Edgar WILLEMS**, Les bases psychologiques de l'éducation musicale, Editions «PRO MUSICA», Suisse, 1971.
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3. **Georges LIÉBERT**, Ni empereur ni roi : chef d'orchestre, Editions Gallimard, Paris, 1990.
4. **Guide GISSEROT**, Le livre des chansons françaises, Editions Jean-Paul Gisserot
5. **Maurice CHEVAIS**, Solfège scolaire, Nouvelle Edition, Imprimerie Georges Lang, Paris, 1966.
6. **Minisiteri y'Amashuri Abanza n'Ayisumbuye**, Rubyiruko turirimbe I, Imprisco, Kigali, 1983.