

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



**FIELD SUPPORT PROGRAMME FOR SECOND YEAR
DIPLOMA STUDENTS**

**SELF STUDY MODULE
MUSIC**

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INTRODUCTION

This self study module is written to help you as a student teacher of music to make integration between the theories which you learnt in your first year at the college and the practice in real actual teaching in the field. Practice teaching the music subject so as to transform the theoretical aspect learned into practice, carry out an independent study at the same time to prepare yourself for the final examination covering college – based learning and field work.

This self study module will remind you in brief on what you learnt when you were at college and also will facilitate you as student teachers to prepare yourself for your Music examinations.

The module consists of nine (09) topics and each topic consists of a number of sub-topics.

For each sub-topic there are competences to be developed, activities to meet the competence and self evaluation to each sub-topic.

As you work through you will need to consider the following aspects in using this self study module so as to make it more effective in your course.

- a) Revise on all aspects learnt in the college that is main topics and sub topics in the music theory and teaching methods
- b) Observe all the competences that you are expected to develop as shown under each subtopic.
- c) Perform all the activities provided and keep the solutions in the portfolio for further check-up by the tutor, inspectors or other officials.
- d) Write a short reflective report on all the duties performed during the field before sitting for the final examination of the music.

2.0 Objectives.

The general aim and objectives of this module is to ensure adequate preparation of Diploma student teachers capable to study and teach in secondary school and specifically to:-

- 2.1 Provide you and your students with enough tasks and activities necessary for transforming classroom learning into field practice.

- 2.2 Provide you with enough instructional/guides and reading references ideal for the music course.
- 2.3 Provide facilitation support to you as a student teacher during field work.
- 2.4 Assess you for course work.
- 2.5 To guide you in making thorough revision of the studied theory and to enable you to them as teaching your students and prepare yourself for your final examinations.

3.0 Competences to be developed

In the course of your learning you will develop the following main competences.

- Ability to write the note shapes from whole note to semi –quaver and their respective rests.
- Ability of selecting and using different modern and traditional instruments.
- Ability to transcribe and translate different played Music.
- Ability to compose songs and teach them.
- Ability to select different techniques and strategies in performing duties of teaching music
- Ability to deal with various tasks related to theoretical and practical aspects of Music as applied to rhythms, melodies and harmonies.

**TOPIC ONE:
MUSIC RUDIMENTS**

Brief explanations

Under this topic you will find five (5) subtopics. After you have covered them, you will be able to answer questions and do different tasks including teaching notes and their values, scales in major and their relative minor, intervals and their inversion, transposition, translation, terms, signs and ornaments.

Sub-topic 1 Note duration and Time Signatures.

Competences:

Ability to;

- Write note shapes from whole note to semi- quaver and their respective rests and calculate their values in relation to the different time signatures used.
- Apply the acquired knowledge to teach the subtopic to students.

Activities

1. Prepare tasks that will make your students to clap and write rhythms using the different notes and rests with the different time signatures. (Simple and compound) 2/4 3/4 4/4 and 6/8.
2. Listen to different songs and pieces of music from Radio, TV and different occasions and identify the time signatures used in each music work.

Self assessment

After having completed this sub-topic ask yourself the following questions.

Have I been able to:-

- i. Match the notes with their respective rests?
- ii. Guide my students to clap and write rhythms?
- iii. Identify the different time signatures (simple and compound) used in different played music?

Sub-topic 2: Scales:

Brief Explanation:

This sub-topic prepares you to revise the construction of different keys in both major keys and their relative minor keys. The keys included are key C, D, F, and B^b major and their relative minor keys; and their use in making melodies.

Competences

- Construct scales of key C, G, F, D, and B^b and their relative minor scales.
- Sing the scales in sol-fa ascending and descending.
- Write melodies in the major and minor keys mentioned above.

Activities:

1. Prepare questions that will guide your students to realize the relationship between a major scale and its relative minor scales:
 - (a) In construction.
 - (b) In how they sound when sung in sol-fa.
2. Make different sample melodies in key C, G, D, F and B^b in major and their relative minor for displaying to your students.

Self assessment

- i. Are you now able to construct key C, G, D, F and B^b major ascending and descending? If yes, how? If no, why?
- ii. Are you able to find a relative minor for a particular major key and construct them? If yes, how? If no, why?
- iii. Are you able to make melodies in the major and minor keys? Explain

Sub – topic 3 Intervals and their inversions

Brief explanation:

This sub-topic helps to revise the identification and formation of simple intervals and compound intervals; the process of inverting intervals and writing intervals when played melodically or harmonically.

Competences

Ability to;

1. Name the intervals when written and identify them whether they are major, minor, diminished or augmented intervals.
2. Identify the result when an interval is inverted.
3. Write intervals or complete intervals when given the lower notes.
4. To guide your students to apply interval knowledge to write music.

Activities

1. Write major, minor, diminished and augmented intervals using sharps and flats on lower or upper notes or on both.
2. Prepare a task that will guide your students to build up scales by calculating intervals and to transpose pieces of music.
3. Plan how to guide your students to identify the upper note of an interval when given the lower note.

Self assessment:

- i. Are you now able to write the different kinds of intervals i.e. major, minor, augmented and diminished?
- ii. Are you able to guide your students to use intervals to build scales and to find the upper note when given the lower note? Explain.

Sub – topic 4: Transposition and translation.

This sub-topic will guide you on how to do different tasks dealing with Transposition and translation of pieces of music.

Competences:

Ability to:

1. Transpose a piece of music higher or lower using interval of transposition or using change of key.
2. Translate music from staff notation to sol-fa notation and vice versa.

Activities:

1. Take a particular piece of music and transpose it to different intervals of transposition higher and lower; and by change of keys.
2. Prepare a task that will involve your students in translating music from staff notation to sol-fa notation and vice versa.

Self assessment

- i. Am I able to transpose music higher and lower by intervals and by key change?
- ii. Am I able to teach Transposition and Translation of music to my students?

Sub- topic 5. Terms, signs and ornaments.

In this sub-topic you will deal with some of the terms, signs and ornaments used in music. So, it will guide you on how to use terms and signs for dynamics; i.e. tempo and intensity expressions; and how to write musical ornaments shown in their short forms.

Competences:

Ability to:

1. Identify the musical terms and signs, their meanings and use in music.
2. Name the ornaments written in short forms and write them the way they are played.

Activities:

1. Read the musical terms and signs and use them in music composition.
2. Prepare a task which will involve your students to identify and use terms and signs in music.
3. Prepare a task which will lead your students to write how ornaments are played.

Self assessment

- i. Can you now use terms and signs in writing music?
- ii. Are you able to write how different ornaments are played?
- iii.** Do you think you have been successful to guide your students to identify and use terms and signs and to write ornaments? Explain.

TOPIC TWO: HARMONY

Brief explanation

Under this topic you will find three sub-topics which cover different activities including tasks on teaching chords and their progressions, four part harmony, two part harmony, cadences, counter point, modulation and traditional harmony.

Subtopic 1: Primary and Secondary chords progression.

Competences

After you have read this sub-topic you should have acquired the following competences:-

Ability to;

Harmonize four part pieces of music and two part pieces of music.

Activities

1. Prepare different melodies that will be used in harmonizing with your students.
2. File the harmonized music in your portfolio.

Self assessment

- i. Have I collected different melodies?
- ii. Have I harmonized different music?

Sub-topic 2. Counterpoint and Modulation

Competences:

Ability to:

Write different music in counterpoint and modulation.

Activities

1. Explain the stages of Modulation
2. Prepare different music that has counterpoint and modulation
3. Analyze the music with counterpoint and those with modulation.
4. Teach counterpoint and modulation to your form three students.
5. What techniques could you use if you are given a chance to compose music with one hundred bars?
6. Use the skills of harmonization to explain the concept of modulation and that of counterpoint.

Self assessment

- i. Can I recognize the steps of modulation in a particular given music?
- ii. Am I able to compose the music in counterpoint?

Sub-topic 3: Traditional Harmony.

This sub-topic prepares you to revise how traditional melodies are harmonized; hence it needs you to refer to the scale used in African traditional music and its melodic structure. It also guides you on the mastering of the different ways used to make traditional harmony.

Competences:

After having completed this sub-topic you should develop the following competences.

Ability to:

- Harmonise pieces of music basing on the pentatonic scale.
- Guide your students to identify the different ways in which traditional songs are harmonized.

Activities:

1. Mention the different ways of harmonizing traditional music.
2. Prepare a task which will involve your students to make simple traditional harmony.
3. Compose a traditional melody and harmonise it.

Self assessment

- i. Are you able to harmonise traditional melodies?
- ii. Are your student able to harmonise traditional melodies?

TOPIC THREE: MUSIC FORMS AND COMPOSITION

Brief explanation

The topic deals with music forms and composition.

It is divided into two subtopics. The first sub-topic discusses the identification of melodies in binary and Ternary forms. The second subtopic deals with composing and setting music to words and vice versa.

Subtopic 1: Melodies and composition in binary and ternary forms.

Competences

In the course about melodies and composition you are expected to develop the following competences:

Ability to:

1. Compose melodies in binary and Ternary forms.
2. Analyse different melodies to identify their forms.

Activities

1. Write different melodies in binary and Ternary forms.
2. Analyse different melodies from different books.
3. Differentiate Binary form music from Ternary form music.

Self assessment:

Have you been able to link the topic of composition and forms to that of Harmony?

Subtopic 2: Composing and setting Music to words and vice versa.

Competences

After learning this sub-topic you are expected to develop the following competences:

Ability to:

- 1) Compose a melody then after to set words to it and vice versa.

- 2) Teach the subtopic to your students.

Activities

- 1) Read different melodies from different sources.
- 2) Compose your own melody then after set words on it.
- 3) Write a statement in words then after set on the melody to it.
- 4) Prepare a lesson and teach your students on how to compose and set words to music.

Self assessment

- i. Have I managed to compose melody and set words to it?
- ii. Are my students now able to set words to music and vice versa?

TOPIC FOUR:
AFRICAN TRADITIONAL MUSIC

Brief explanation

Dear student,. This topic will guide you to develop the knowledge and skills of African Traditional music. It will also help you to develop skills needed in preparing teaching/learning traditional music materials and criteria for selecting relevant, music teaching techniques and strategies.

Sub-topic 1: The Concept and Characteristics of Music Culture.

Competences:-

Ability to:

- Transcribe different rhythmic and melodic structures in African Music.
- Classify the African traditional instruments tuned and untuned.

Activities.

1. Explain the meaning and characteristics of traditional music culture.
2. Prepare a task which will involve your students in transcribing African traditional melodies.
3. Classify the African traditional instruments according to how they are made and played.
4. Assign your students a task to name the different types of dance performed in their places of their origin in Tanzanian.

Self assessment

- i. After having gone through this subtopic, can you explain at length the concept of music culture?
- ii. Are your students able to transcribe African traditional melodies?

Sub-topic 2:- Melodic and Rhythmic Structure in African Traditional Music.

Competences

Ability to:-

Write and analyse the rhythmic and structural forms of the traditional music.

Activities

1. Listen to different African Traditional music then analyse their rhythmic and melodic structures.
2. Identify examples of African traditional music which are used in weddings and different ceremonies then analyse their rhythmic and melodic structures.

Self assessment

- i. Can I analyse melodies thoroughly?
- ii. Write the rhythm of your own walking paces melody

Sub-topic 3. – Traditional Musical Instruments.

Competences

Ability to:-

- Explain how traditional instruments are made.
- Categorise tuned and untuned traditional instruments.
- Play one tuned traditional instrument.

Activities

1. Prepare a task which will involve your students to name and identify different traditional musical instruments.
2. Choose one tuned instrument and explain how it is made and played.
3. Categorise the traditional musical instruments and mention two examples in each category.

Self assessment.

- i. Are you able to play one tuned instrument as your practical work?
- ii. Are you able to categories the traditional instruments according to how they are made?

Sub – topic 4– Traditional dances of Tanzania.

Competence.

Ability to:-

- Categorize Traditional dances of Tanzania.
- Describe different instruments used in performing traditional dances.

Activities:

1. Assign your students a task to find names of dancing group leaders and their works.,
2. Assign them also to name the groups of different traditional dances from their tribes or in Tanzania.
3. Write common instruments which are used in performing traditional dances in Tanzania.

Self assessment

- i. Do you now know different groups of dances and how they works? Explain.

**TOPIC FIVE:
HISTORY OF WESTERN MUSIC**

Brief explanations.

This topic introduces to you the basic different historical periods, great composers in each period, their works and styles in the different periods. After you have covered them, you will be able to answer questions and do different tasks including teaching historical periods works and their styles.

Sub- topic 1 – Historical periods and the great composers in each period.

Competences:

Ability to:

- Describe different historical periods and the great composers in each period.
- Teach the subtopic to your students.

Activities.

1. Read and write historical periods of western music.
2. For each historical period of western music write the great composers and their works.
3. Prepare a lesson to form two students to teach the topic on great composers and their works for the different periods.

Self assessment

i. Am I able to:

describe the different historical periods of the western music?

Sub – topic 2 – Styles in each periods of Western Music.

Competences

Ability to

- (i) Record or copy different melodies from western music.
- (ii) Analyse the different styles in each periods of western music.

Activities

- 1) Prepare tasks that will make your students to find different works (music) according to the periods.
- 2) Analyse the styles of western music from each period.

Self assessment:

Can I identify different styles of western music?

TOPIC SIX:
POPULAR MUSIC AND WORLD MUSIC CULTURE

Brief explanations

Under this topic you will find two subtopics. After learning this topic you should be able to prepare guiding questions that will lead your students to identify music popular to them.

Sub- topic 1 – Characteristics of sub- Saharan East, Central and west African Music

Competences

- i. Ability to describe and teach the characteristics of sub- Saharan Eastern central and western African Music.

Activities

1. Listen to different songs, and pieces of sub-Saharan Eastern, Central and Western African Music then after identify their characteristics.
2. Prepare tasks that will involve students to collect different music from sub-Saharan East, Central and West African music for further use.

Self assessment

- (i) Can I compare and make contrast to sub-Saharan East, Central and West African Music?

Sub topic 2 – Famous musicians and instrumentalists of Africa.

Competences

Ability to analyse different famous musicians and instrumentalists of Africa.

Activities

- 1) Ask your students to find as many famous musicians and instrumentalists as possible from different sources of information.
- 2) Prepare your students to find the works of famous musicians and if possible put them in writing or record them.
- 3) Comment on famous musicians of Africa and compare them to those of Tanzania.

Self assessment.

Am I able to explain how famous are musicians and instrumentalists of Africa?

**TOPIC SEVEN:
AURAL TRAINING AND APPLIED MUSIC**

Brief explanations

In this topic you have to revise and sharpen your understanding in listening skills and voice production. The aim is to make you improve your competence in identifying and transcribing different melodies through listening.

Subtopic 1 – Rhythmic and melodic transcription

Competence

- Ability to identify and transcribe different rhythms and melodies
- Recognizing triads, chord progressions and cadences.
- Identifying modulations and intervals

Activities

1. Prepare the tasks which will make your students to listen to different melodies and imitate them.
2. Find/collect different melodies which will be used to transcribe. Identify their rhythmic structures and modulations if any.
3. Prepare music with different endings (cadences) which can be used in your daily activities, (especially in the case of practicals).
4. Prepare tasks which will involve your students to imitate different pitches (intervals).

Self assessment

Am I able to:

- Collect/ compose different pieces of music?
- Identify rhythmic structure and modulations from a played tape?
- Identify the cadences in the played music?

Sub – topic 2 – Tone (voice production)

Competence

Ability to :

- (i) Sing different song at the actual pitch.
- (ii) Teach skills for voice production to students.

Activities

1. Compose different melodies and add terms/signs to it.
2. Practice different pitches with your students
3. Listen to other peoples' works, tape different music then after imitate them with your students.
4. Prepare a song and teach it to your school choir. Teach a mixed choir.

Self assessment

Have I been able to:-

Sing actual pitch, If not why?

TOPIC EIGHT: PHILOSOPHY OF MUSIC

Brief explanation:

This topic is concerned with how best we can define the term Music and its objectives at level of primary, secondary and teacher education. The topic also deals with the role of music, place of music and the rationale of teaching music in schools and colleges.

Subtopic 1. – Meaning of music and the objectives of teaching Music

Competences.

- Ability to explain the term “music”, the objectives of teaching music and the role of music in life.

Activities.

In your classroom teaching, guide the student to brainstorm on ;

1. The meaning of Music.
2. The objectives of teaching music from primary, secondary to teachers’ colleges levels.
3. The relationship between the objectives of teaching music in general with those of other subjects in secondary schools.
4. The role of music in life.

Self assessment

- i. How much am I able to advice my students to join music club and convince them to write Music?
- ii. Am I able to advice the Headmaster /Headmistress to see that Music is an important subject as others?

Sub topic 2 – Place of music and the rationale of teaching music in schools and colleges

Competences

Ability to:

- 1) Explain the place of music as curricula and extra- curricular element in schools and colleges.
- 2) Give the rationale of studying music in school and college.

Activities

In your classroom teaching lead your student to discuss the following:

1. The place of music as curricular and extra curricular element in schools and colleges
2. The rationale of studying music in primary, secondary and teachers colleges.

Self assessment

Assess how much you have improved your ability to enhance students to explain the rationale of studying music in primary, secondary and colleges. [Rank at A,B,C,D]

TOPIC NINE: MUSICAL INSTRUMENTS

Brief explanation:

This topic is concerned with how best you can play music on a piano and recorder in different keys. The topic also deals with different melodies in major and minor keys. In the case of piano, the music will be in two parts, three parts and four parts harmony.

Sub – topic 1: – Piano

Competences

- Play music in different keys.
- Sight reading the music.
- Make proper fingering when playing Music.

Activities

1. Collect different pieces of music in different keys.
2. Play scales with both hands in key C, G, D and B^b major.
3. Play the music in key G, D, B^b and C major their relative minor in two parts, three parts and four parts.
4. Teach your students on how to play piano.

Self assessment

Assess how much you have improved playing of piano using both hands in the mentioned keys.

Sub – topic 2 – Recorder

Competence

Ability to:

Play recorder in different keys.

Activities

1. Learn the shape of Recorder.
2. Play the scale of C, G, D and F major
3. Play the melodies in the keys above.
4. Compose fifty melodies in the given keys then keep them in your portfolio.

Self assessment

- i. can you play the scales of C, G, D and F major effectively?
- ii. can you play different melodies in the different keys.
- iii. You have composed fifty melodies for your reference.

Sub – topic 3 – Transposing and non-transposing instruments.

Competence

Ability to:

- i. Classify transposing and non-transposing instruments.
- ii. Write the classification of band instruments by timber and by range.

Activities

1. Group instruments into the following categories
 - a) Transposing instruments.
 - b) Non-transposing instruments.
2. Visit different bands then make a classification of the instruments which are used. Things to note are;
 - a) Types of instruments.
 - b) Their tones and pitches.

Self assessment.

Have I been able to:

- i. Identify the transposing and non-transposing instruments?
- ii. Write different band instruments that are found in my working area?