



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

SECONDARY SCHOOL ABRIDGED CURRICULUM FOR UGANDA

Entrepreneurship
Commerce
Accounts
Computer Studies
Fine Art
MUSIC

SENIOR 4



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE



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National Curriculum Development Centre

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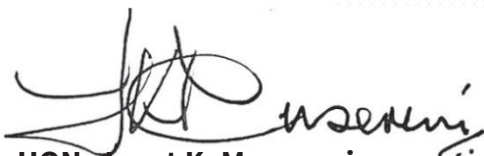
Foreword

The COVID-19 pandemic caused a disruption in our education system and made learners miss schooling for almost 18 months of the 2020-2021 schooling period. This has created a need to re-think what and how learners will learn when schools re-open.

The Ministry of Education and Sports through National Curriculum Development Centre (NCDC), has developed this abridged curriculum for Primary and Secondary schools in the country. This curriculum presents a selection of priority learning competences and concepts, along with psychosocial support, which should be the focus of instruction in the 2022 school year in order to achieve learning recovery.

This curriculum is not a departure from the existing curricula for the different classes but rather, a modification of the same with a purpose of recovering the lost learning time with minimum learning loss. It has been packaged for all Primary and Secondary classes with exception of Primary One, Senior One and Senior Five that will use the standard curriculum.

I therefore, recommend this abridged curriculum and ask all stakeholders to support its implementation as a strategic intervention towards the mitigation of the effects of COVID-19 pandemic on our education system. The effective implementation of this curriculum by the implementers will be a great milestone towards the recovery of lost learning time and giving hope and confidence to learners and teachers.



HON. Janet K. Museveni

First Lady and Minister for Education and Sports

Acknowledgement

National Curriculum Development Centre (NCDC) would like to express its most sincere appreciation to all those who worked tirelessly towards the development of the abridged curriculum for Primary and Secondary levels of education.

The Centre is indebted to the NCDC Governing Council and the Academic Steering Board whose guidance and input helped to develop quality curriculum materials.

Great thanks go to the Specialists, panel members, the Quality Assurance and Editorial Committees that invested heavily in the conceptualisation, development and quality assurance processes that collectively delivered the materials that we have here. Their efforts, extra energy and professionalism has been unmatched.

This abridged curriculum was developed with support from The Government of the Republic of Uganda, Save the Children, UNESCO, Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES), Universities, National Teachers Colleges (NTCs) and Primary Teachers Colleges (PTCs).

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for addressing the gaps. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or www.ncdc.go.ug.



Dr. Grace K. Baguma

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ENTREPRENEURSHIP

SENIOR FOUR

SENIOR FOUR ENTREPRENEURSHIP

INTRODUCTION

WHY THE SUBJECT? (AIMS AND OBJECTIVES)

Uganda's Vision 2040 and the National Development Plan emphasizes the importance of developing our ability to use the technologies available to us - both emerging and traditional - to build our society. This syllabus emphasizes that the learner should be able to understand and use these technologies, and also know how to extract value from them. This means that the learner must have strong skills and should develop competences to contribute to creating employment opportunities for self and for others.

Uganda has abundant resources which are either unutilized, under-utilized or misutilised. Entrepreneurship Education will help build the abilities of learners to identify these resources and put them to proper use to make a productive living. This helps to increase the standards of living of the people.

This will go a long way in preparing learners to be self-reliant and productive in the society to meet the demands of the competitive market. Entrepreneurship education will also help to utilize and apply the skills from other subjects in order to produce goods and services.

Entrepreneurship Education is designed to introduce the learner to the importance of scanning the environment for opportunities and resources, identifying viable business ventures, starting-up a business, managing a business and utilizing support services to run a business effectively and successfully.

SUBJECT SPECIFIC INSTRUCTIONAL STRATEGIES

- Brain storming
- Group discussion
- Case study
- Guest speaker
- Shared experiences
- Group Research

- Field Trips
- Role Play
- Demonstrations

SUBJECT SPECIFIC ASSESSMENT STRATEGIES

Observation – watching learners working (good for assessing skills and values)

Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)

Product – appraising the learner’s work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc.). In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity e.g. evidence from “observation” can be checked against evidence from “conversation” and “product”. This is often referred to as “triangulation”.

ENTREPRENEURSHIP JUSTIFICATION TABLE FOR S.4:

TOPIC	CRITICAL CHANGES	JUSTIFICATION
1. Book – keeping and Accounting.	- Methods of book keeping and recording business transactions in the books of accounts are merged with preparation of Books of Accounts.	They are handled better with examples by preparing Books of Accounts.
	-double entry principle in recording business transactions is merged with the ledger.	Merged with the ledger because posting information from subsidiary books to the ledger follows the principle of double entry.
	Journal proper and correction of errors were left out	Emphasis is put on a learner being able to record cash and

		credit transactions that take place in business. Correction of errors is handled at an advanced level.
	interpretation of financial statements using financial ratios has been eliminated	Interpretation of financial ratios is beyond the level and is covered at Advanced level.
2. Raising long term business Finance through Capital markets.	Merged with capital markets.	It is merged with Capital markets because it well understood when handling Capital Markets.
3. Corporate Governance	Corporate Actions are eliminated.	They are covered when handling joint Stock Companies under legal forms of businesses.
3. Insurance in business	Risks in insurance have been merged with insurance policies.	Insurance policies are undertaken against business risks. Therefore risks are covered when handling insurance policies.
	Differences between insurable and non-insurable risks	Merged with terminologies used in insurance.
4. Business Laws and taxes in Uganda	Computation of Rental income tax was left out and only maintained PAYE and VAT Computations.	PAYE and VAT are maintained because the Senior four leaver may be employed or even employ others, hence will be required to pay employment income tax(PAYE) , and buys goods on which VAT is levied and may be involved in

		business hence required to pay VAT. Rental income tax is not very relevant to a senior four leaver.
5. Business Communication Skills.	Effective communication techniques when handling customers, suppliers and employees	Effective communication techniques when handling customers are covered under marketing management
	Some communication documents in business are eliminated.	Some communication documents such as proforma invoice, purchase order, Goods received note and receipts are covered under source documents.

TERM 1

TOPIC: BOOK – KEEPING AND ACCOUNTING

DURATION: 36 PERIODS

LEARNING OUTCOME: The learner should be able to prepare simple financial statements and interpret them.

periods	SUB TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
2	Book-keeping and Accounting.	The learner; <ul style="list-style-type: none"> Explains the meaning and importance of book-keeping 	<ul style="list-style-type: none"> Meaning of book-keeping and other terms used in relation to book - keeping. Importance of book-keeping. Users of accounting records 	<ul style="list-style-type: none"> Guided Group discussion and Discovery of the meaning, common terms used, importance, and users of book - keeping and accounting.
6	Source documents	<ul style="list-style-type: none"> Identifies the various source documents used in 	<ul style="list-style-type: none"> Meaning of source documents. Types/ Examples of source 	<ul style="list-style-type: none"> Guided discussion on source documents and how they are used. Use a case study to match source

		book keeping -	of source documents e.g. receipts, invoices, vouchers. • Preparation of source documents of a business of own choice.	documents to the books of accounts. • Let learners be assigned in groups to prepare /braille different source documents for a business of their own choice and present during the next lesson, as the other groups comment and ask questions after the presentation.
8	Types of books of accounts.	• Demonstrates how to use different source documents to prepare the books of accounts.	• Subsidiary books. • Two column Cash book. • Purchases journal • Sales journal. • Returns Journal.	• Guided discussion on preparing, and using and presenting the books of accounts. • Let learners be given exercises requiring them to prepare each of the subsidiary books handled during the lesson. The learners chosen at random to present before the rest of the class during the next lesson.

6	The Ledger	<ul style="list-style-type: none"> • Posts/ brails business information from subsidiary books to the Ledger. 	<ul style="list-style-type: none"> • Meaning of Ledger. • Types of ledgers e.g. <ul style="list-style-type: none"> • - Purchase Ledger. • -Sales Ledger. • Double entry. • Posting transactions from subsidiary books to the Ledger. 	<ul style="list-style-type: none"> • Demonstrate how to use source documents to prepare/ braille the books of accounts. • Let learners be given exercises requiring them to post transactions to the Ledger. The learners are chosen at random to present before the rest of the class.
4	Trial Balance	<ul style="list-style-type: none"> • Prepares/ Brailles a Trial Balance. 	<ul style="list-style-type: none"> • Meaning of a Trial Balance. • Purpose of a Trial balance. • Preparation of Trial balance. 	<ul style="list-style-type: none"> • Group discussion of the meaning, format, and uses of a Trial Balance. Let learners be given exercises requiring them prepare a Trial Balance. The learners are chosen at random to present before the rest of the class.

10	Financial Statement s.	<ul style="list-style-type: none"> • Prepares /Brailles Financial statement s 	<ul style="list-style-type: none"> • Meaning of Financial statemen ts. • Types of Financial Statemen ts. <ul style="list-style-type: none"> - Trading Account . - Profit and Loss Account - Balance Sheet. 	<ul style="list-style-type: none"> • Demonstration skills of preparing the Trading, Profit and Loss Account and Balance Sheet. • Let learners be given exercises requiring them to prepare • Trading , Profit and Loss Account/ income statement , to determine the profit or loss of a given business • Balance Sheet. • The learners are given time, a day/days before, to prepare. During the lesson, they are chosen at random to present before the rest of the class.
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TERM 2

TOPIC: CORPORATE GOVERNANCE.

DURATION: 08 PERIODS

LEARNING OUTCOME:

The learner demonstrates skills of good corporate governance..

periods	SUB TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
2	Corporate Governance	The learner: <ul style="list-style-type: none"> • Describes the principles of good corporate governance. 	<ul style="list-style-type: none"> • Meaning of Corporate Governance. • Principles of good Corporate Governance e.g transparency, accountability, probity, respect for the rights of all stakeholders.e.t.c. • 	<ul style="list-style-type: none"> • Guided discussion and discovery on the meaning and principles of corporate governance . • Use resource person to talk about corporate governance .

2	Stakeholders in Corporate Governance	<ul style="list-style-type: none"> • Identifies the stakeholders in corporate governance. • Describes the duties and responsibilities of different stakeholders in corporate Governance. 	<ul style="list-style-type: none"> • Stakeholders e.g Owners, Board, Management staff, Government, community e.t.c. and their duties and responsibilities. 	<ul style="list-style-type: none"> • Use case studies on different stakeholders and their duties and responsibilities.
2	Importance of Corporate Governance	<ul style="list-style-type: none"> • Explains the importance of Corporate Governance. 	<ul style="list-style-type: none"> • importance of Corporate Governance: • e.g adding value to the corporation, creating a sense of constitutionality, separation of power in the corporation.e.t.c 	<ul style="list-style-type: none"> • Group discussion to discover the importance of corporate governance.

2	Tools for good Corporate Governance	<ul style="list-style-type: none"> • Describes and applies the tools for good corporate governance 	<ul style="list-style-type: none"> • Tools used in Corporate Governance e.g • -Company Vision, Mission, goals and objectives, strategic business plans, annual plans and budgets 	<ul style="list-style-type: none"> • In Small groups, learners discuss tools for good corporate government. • Case study on different tools of corporate government.
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TOPIC: INSURANCE IN BUSINESS

DURATION: 08 PERIODS

LEARNING OUTCOME: The learner should be able to utilize insurance services.

periods	SUB TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
2	The concept of insurance	The learner: <ul style="list-style-type: none"> • Gives the meaning and explains the principles of insurance 	<ul style="list-style-type: none"> • Meaning of insurance and other terms used in insurance e.g insurer, insured, risk, insurable risks, and 	<ul style="list-style-type: none"> • Guide Learners where the business has uncertainty to discover the meaning of insurance.

			<p>non-insurable risks e.t.c.</p> <ul style="list-style-type: none"> • Examples of insurance companies. • Principles of insurance. 	
2	Types of insurance policies.	<ul style="list-style-type: none"> • Describes Commonly offered types of insurance policies 	<ul style="list-style-type: none"> • Types of insurance policies- 	<ul style="list-style-type: none"> • Group discussion and discovery of the types of insurance in business.
2	Benefits of insurance.	Explains the benefits of insurance.	<ul style="list-style-type: none"> • Benefits of insurance; -Compensation - Continuity in business - Reduction in risk. 	<ul style="list-style-type: none"> • Resource person to talk about benefits of insurance to business and basic steps of getting an insurance policy and how to claim it in the event of loss.
2	Steps involved in taking out an insurance policy.	Describes and follows the procedure of taking out an insurance policy.	Procedure for taking up an insurance policy.	<ul style="list-style-type: none"> • Field visit to find out insurance policies available and procedure of taking out an insurance policy.

TOPIC: BUSINESS LAWS.

DURATION: 06 PERIODS

LEARNING OUTCOME:

The learner should be able to comply with business laws and taxes.

periods.	SUB TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
03	Business Laws	<ul style="list-style-type: none"> Describes the different business laws applicable in Uganda 	<ul style="list-style-type: none"> Types and purpose business laws applicable in Uganda. Importance of business Laws in Uganda. 	<ul style="list-style-type: none"> Guided discussion and discovery of different laws that have to be considered when establishing and operating a business.
03	Basic Legal business Contracts.	<ul style="list-style-type: none"> Makes and complies with business contracts 	<ul style="list-style-type: none"> Meaning of contract. Types of contract. Purpose of contracts. Terms and conditions in contracts Circumstances under which a contract may be discharged. 	<ul style="list-style-type: none"> Resource person to talk about aspects of basic legal contract in business.

TOPIC: TAXATION IN UGANDA

DURATION: 14 PERIODS

LEARNING OUTCOME:

The learner should be able to comply with business Laws and taxes.

periods	SUB - TOPIC	COMPETENCE S	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
6	The concept of taxation.	<ul style="list-style-type: none"> Explains the principles of taxation 	<ul style="list-style-type: none"> Meaning of a tax, taxation, tax base, and other common terms used in relation to taxation. Principles of taxation. Types of taxes i.e Direct and indirect taxes and their examples in Uganda. 	<ul style="list-style-type: none"> Guided discussion and discovery of the meaning, principles and types of taxes.
2	Tax compliance	<ul style="list-style-type: none"> Explains Tax compliance 	<ul style="list-style-type: none"> Meaning of tax compliance, tax evasion and tax avoidance. Factors influencing Tax compliance. 	<ul style="list-style-type: none"> Guided discussion on what tax compliance is and factors that influence tax compliance

6	Basic tax computation s.	<ul style="list-style-type: none"> • Compute basic taxes. 	<ul style="list-style-type: none"> • Computati on of; <ul style="list-style-type: none"> - Income tax - Pay as you earn (PAYE) - Value Added tax. 	<ul style="list-style-type: none"> • Demonstrati on and presentation of Income Tax, PAYE, VAT computation s.
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TERM 3

TOPIC: BUSINESS COMMUNICATION SKILLS.

DURATION: 06 PERIODS

LEARNING OUTCOME:

The learner should be able to communicate effectively when carrying out a business.

periods	SUB - TOPIC	COMPETENCE S	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
03	Effective communication in business.	The learner: <ul style="list-style-type: none"> • Explains the need for effective communication. 	<ul style="list-style-type: none"> • Meaning of effective communication. • Need for effective communication • Elements of effective communication. • Barriers to effective communication. 	<ul style="list-style-type: none"> • Guided group discussion on the need, essentials and barriers of effective communication • Role play on effective communication
03	Forms of communication in business	<ul style="list-style-type: none"> • Identifies the various forms of communication in business. 	<ul style="list-style-type: none"> • Forms of communication: personal contact • , business letters, memo, email, e.t.c 	<ul style="list-style-type: none"> • Small group discussion about the different forms of communication in business.

TOPIC: BUSINESS ETHICS.

DURATION: 04 PERIODS

LEARNING OUTCOME:

The learner should be able to practice desirable business ethics.

periods.	SUB – TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
1	Business ethics.	The learner: <ul style="list-style-type: none"> Identifies the parties concerned with business ethics 	<ul style="list-style-type: none"> Meaning of ethics, business ethics. Examples of Ethics in business. Parties to business ethics. 	<ul style="list-style-type: none"> Guided discussion on meaning and parties involved in business.
3	Ethics towards customers, employees, society and Government.	<ul style="list-style-type: none"> Practices acceptable behavior towards customers, employees, society and Governmen. 	<ul style="list-style-type: none"> Ethics towards customers, employees, society and Government. Importance of practicing good business ethics. 	<ul style="list-style-type: none"> Group discussion and discovery of business ethics towards customers, employees, society and Government plus the importance of practicing good business ethics. Presentation by learners.



COMMERCE

SENIOR FOUR

SENIOR FOUR COMMERCE INTRODUCTION

a) WHY THE SUBJECT:

Teaching commerce at secondary education level, aims at enabling the learner to acquire the basic commercial knowledge, skills values and commercial attitudes to understand the business environment and the commercial language.

b) SUBJECT SPECIFIC INSTRUCTIONAL STRATEGIES:-

These strategies include;

- Brainstorming
- Question and answer
- Guided group discussions
- Role play
- Narrate/signs stories
- Individual Research
- Demonstration
- Use of expository method,
- Use of resource persons to talk to the learners.
- Field trips to commercial sites to enhance learning.

c) SUBJECT SPECIFIC ASSESSMENT STRATEGIES

- Observation of learners during the learning activities, actions, talks, attitudes
- Conversation through Self-assessment by learners, Peer feedback, and Effective teacher feedback.
- Use of questioning

MATRIX OF CRITICAL CHANGES AND JUSTIFICATION:

TOPIC	CRITICAL CHANGES	JUSTIFICATION
Sales Promotion	Functions of advertising were left out	They are similar to the advantages of advertising media.
	Publicity is left out	It is similar to informative advertising which is aimed at creating awareness. It is catered for.
Introduction to Basic Computations	Computation of ratios is limited to only profitability and liquidity ratios.	The other kind of ratios such as leverage ratios are beyond the level of the learner and are also covered at advanced level.
	Computation of simple interest and compound interest are left out.	They are covered in mathematics which is a compulsory subject, done by all students.
Final Accounts and Balance Sheet	Terms and computations in relation to the Balance Sheet are transferred from the introduction to be handled just before the balance Sheet.	For proper flow of information and better understanding by the learner.
Taxation	Functions of URA and local Government Authorities are left out.	They are similar to the role of URA and local Government Authorities in tax administration.
	Levels of tax compliance are left out	There are two clear extremes, either the tax payer is tax compliant or non – compliant.

COMMERCE SENIOR FOUR ABRIDGED SYLLABUS

SENIOR FOUR				
TERMS IN A YEAR	TOPIC	NUMBER OF PERIODS PER TOPIC	TOTAL PERIODS PER TERM	TOTAL PERIODS PER YEAR
TERM 1	Sales promotion	36	36	
TERM 2	Introduction to basic business computation	6		
	Final Accounts and Balance Sheet.	30		
			36	
TERM 3	Taxation.	18	18	
				90

TERM 1

TOPIC: SALES PROMOTION.

DURATION: 36 PERIODS

GENERAL OBJECTIVES: The Learner should be able to appreciate the importance of Sales promotion in business.

PD S	SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
2	Sales Promotion.	<p>The learner should be able to;</p> <ul style="list-style-type: none"> • Define sales promotion. • Describe the methods /Ways of sales promotion. 	<ul style="list-style-type: none"> • Meaning of sales promotion. • Elements/Ways/methods of sales promotion e.g. offering gifts, price reductions, offering samples, personal selling, trade fairs and exhibitions. 	<ul style="list-style-type: none"> • Let learners carry out research from the library, internet • Guided discussion and brain storming on the methods of sales promotion.
12	Advertising	<p>The learner should be able to;</p> <ul style="list-style-type: none"> • Define advertising. • Identify the media used 	<ul style="list-style-type: none"> • Meaning of advertising. • Media used in advertising. • Advertising agencies. 	<ul style="list-style-type: none"> • Guide learners to brainstorm on the meaning, advantages and

		<p>in advertising.</p> <ul style="list-style-type: none"> • Explain the factors influencing choice of advertising media. • Describe the advertising agencies. • Explain the advantages and disadvantages of each medium • Explain the Importance of advertising. 	<ul style="list-style-type: none"> • advantages and disadvantages of each medium • Factors influencing choice of advertising media. • Importance of advertising. • 	<p>disadvantages of advertising.</p>
8	Personal selling	<p>The learner should be able to;</p> <ul style="list-style-type: none"> • Differentiate between advertising and personal selling. 	<ul style="list-style-type: none"> • Difference between advertising and personal selling. • Methods of personal selling • Advantages and disadvantages of personal selling. 	<ul style="list-style-type: none"> • Guide learners to role-play personal selling. • Resource person to talk to learners on

		<ul style="list-style-type: none"> • Explain the methods of personal selling • Explain the advantages and disadvantages of personal selling. • Identify challenges in personal selling. • Suggest possible solutions to the challenges. 	<ul style="list-style-type: none"> • Challenges in personal selling. • Possible solutions to the challenges. 	importance of sales promotion.
4	Public relations.	<p>The learner should be able to;</p> <ul style="list-style-type: none"> • Define Public relations • Explain the importance of good public relations in business. • Identify challenges 	<ul style="list-style-type: none"> • Meaning of Public relations • Importance of good public relations in business. • Challenges in public relations. • Possible solutions to the challenges. 	<ul style="list-style-type: none"> • Guided discussion on: • Meaning of Public relations • Importance of good public relations in business.

		<p>in public relations.</p> <ul style="list-style-type: none"> • Suggest possible solutions to the challenges. 		<ul style="list-style-type: none"> • Challenges in public relations. • Possible solutions to the challenges.
10	Market Research	<p>The learner should be able to;</p> <ul style="list-style-type: none"> • Explain the meaning of market research. • Describe the methods of Market Research. • Explain the advantages and disadvantages of Market Research. • Identify the challenges faced in Market Research. • Suggest solutions to the challenges of Market Research. 	<ul style="list-style-type: none"> • Meaning of market research. • Methods of Market Research. • Advantages and disadvantages of Market Research. • Challenges faced in Market Research. • Solutions to the challenges. 	<ul style="list-style-type: none"> • Guided discussion on the meaning, • methods, • advantages and disadvantages, • challenges and solutions to the challenges in Market research.

TERM 2.

TOPIC: INTRODUCTION TO BASIC BUSINESS COMPUTATIONS . DURATION: 6 PERIODS

GENERAL OBJECTIVES: The learner should be able to carry out various business computations.

PDS	SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
6	Basic Business Concepts	<p>The learner should be able to;</p> <ul style="list-style-type: none"> • Give the Meaning of the common terms used in relation to calculation of profits/losses made in business and their formulae. • Give the reasons for business computations. 	<ul style="list-style-type: none"> • Meaning of commonly used terms in relation to calculation of business profit e.g sales, purchases, cost of sales, gross profit, net profit • Reasons for basic business computations. 	<ul style="list-style-type: none"> • Brain storm on the meaning of commonly used terms in relation to determination of firm's profit. • Through guided discussion the learners discuss reasons for computations. • Teacher demonstrates basic business computations. • Exercises about computations and presentation by learners.

TOPIC: FINAL ACCOUNTS AND BALANCESHEET

DURATION: 30 PERIODS

GENERAL OBJECTIVES: Learner should be able to understand how to prepare simple Final Accounts and balance sheet.

PDS	SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
12	<ul style="list-style-type: none"> Final Accounts 	The learner should be able to :- <ul style="list-style-type: none"> Define Final Accounts. Explain the importance of Final Accounts. Prepares/ braille the Trading, Profit and Loss Account. 	<ul style="list-style-type: none"> Meaning of Final Accounts. Importance of Final Accounts. Preparing / brailing the Trading , Profit and Loss Account 	<ul style="list-style-type: none"> Brain storm on the meaning and importance of Final Accounts. Demonstrate skills of preparing / brailing the Trading, Profit and Loss Account using case studies or given information and presentation by learners.
10	<ul style="list-style-type: none"> Balance Sheet. 	The learner should be able to :- <ul style="list-style-type: none"> Explain the meaning of 	<ul style="list-style-type: none"> Meaning of Balance Sheet and other Common terms 	<ul style="list-style-type: none"> Guided discussion and discovery on the meaning of assets,

		<p>Balance Sheet and other terms used in relation to the Balance Sheet.</p> <ul style="list-style-type: none"> • Explain the importance of the Balance Sheet. • Identify the Balance Sheet items. • Prepare the Balance Sheet. 	<p>and formulae used in relation to the Balance Sheet e.g. Assets, Liabilities, capital owned, Fixed capital, liquid capital.</p> <ul style="list-style-type: none"> • Importance of Balance Sheet. • Contents of the Balance Sheet. • Preparation of Balance Sheet. 	<p>liabilities capital owned.</p> <ul style="list-style-type: none"> • Demonstration of how to prepare a Balance Sheet. • Exercises about preparing balance Sheet using case studies and presentation by learners.
8	<ul style="list-style-type: none"> • Basic financial ratios in business. (Only profitability and liquidity ratios. 	<ul style="list-style-type: none"> • Identify the types of ratios. • Calculate basic profitability and liquidity ratios in the business. 	<ul style="list-style-type: none"> • Types of ratios. • Rate of stock turn, profit Mark-up, and margin. • Capital employed, capital owned, working capital. 	<ul style="list-style-type: none"> • Demonstration, exercises and presentation by learners.

TERM 3.

TOPIC: TAXATION DURATION: 18 PERIODS

GENERAL OBJECTIVE: Learner should be able to appreciate the importance of taxation in the economy.

PD S	SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
6	<ul style="list-style-type: none"> The concept of taxation. 	The learner should be able to :- <ul style="list-style-type: none"> Explain the meaning of taxation, tax and tax base. Describe the principles of taxation. Classify taxes. Explain the importance of taxes 	<ul style="list-style-type: none"> Meaning of taxation, tax and tax base. Principles of taxation. Classification of taxes as direct and indirect taxes with examples. Importance of taxes 	<ul style="list-style-type: none"> Brainstorm on the meaning of taxation, tax and tax base. Guided discussion on the Principles, Classes and importance of taxes.
4	<ul style="list-style-type: none"> Role of URA and Local Authorities in Tax Administration. 	The learner should be able to :- <ul style="list-style-type: none"> a) Identify the taxes collected by URA and Local Government. 	<ul style="list-style-type: none"> Functions of URA and Local Government. Taxes collected by URA and 	<ul style="list-style-type: none"> Use resource person from the nearest URA offices to talk about taxes collected and role of URA

		<ul style="list-style-type: none"> b) Explain the role of URA and Local Government Authority in Tax Administration 	<p>Local Government.</p> <ul style="list-style-type: none"> role of URA and Local Government in Tax Administration 	
2	<ul style="list-style-type: none"> Tax compliance 	<p>The learner should be able to:</p> <ul style="list-style-type: none"> Explain the meaning of tax compliance. Explain the levels of tax compliance. Explain the factors that affect tax compliance. 	<ul style="list-style-type: none"> Meaning of tax compliance. Levels of tax compliance. Factors that affect tax compliance. 	<ul style="list-style-type: none"> Brain storming and guided discussion on the meaning and the factors that influence tax compliance.
6	<ul style="list-style-type: none"> Basic tax computations. 	<p>The learner should be able to compute Income Tax, PAYE, and VAT.</p>	<ul style="list-style-type: none"> Computation Income Tax, PAYE, and VAT. 	<ul style="list-style-type: none"> Demonstration of how to compute Income Tax, PAYE, and VAT. Let learners be given exercises in class and then they present.





PRINCIPLES OF ACCOUNTS

SENIOR FOUR

INTRODUCTION

An introduction to the subject

The subject of Principles of accounts is taught at in Secondary School at Ordinary Level as one of the optional subjects. It has one paper examined by Uganda National Examination Board (UNEB).

Why the subject (aims and objectives)

- To equip learners with the basic knowledge to enable them understand the procedures of proper book keeping.
- To enable learners to understand the importance of source documents in relation to adequate accounting records.
- To equip learners with skills of categorizing business transactions and how to record them
- To facilitate the understanding of accounting techniques in order to make a learner productive and self-employable.

Subject specific instructional strategies

- Guided discussions
- Brain storming
- Group discussions
- Guest speakers
- Demonstrations

Subject specific assessment strategies

- At the end of every sub – topic or topic, learners must be subjected to continuous assessment.
- This must be administered by a teacher in form of assignments and exercises, projects and course work.
- The marks scored must be recorded and kept for evaluating the level of achievement and progress of the learner.

A MATRIX OF CRITICAL CHANGES AND JUSTIFICATION

TOPICS	CRITICAL CHANGES (AREAS DROPPED)	JUSTIFICATION(REASONS WHY DROPPED)
Work sheet	Worksheet	<ul style="list-style-type: none"> • Since it records the treatment of end of year adjustments, yet the same information is treated in the trading, profit and loss account and balance sheet
Single entry and incomplete records	Eliminated	<ul style="list-style-type: none"> • Because it does not put the concept double entry into consideration yet it is a principle concept in the accounting process.
Control accounts and self-balancing ledgers	Eliminated	<ul style="list-style-type: none"> • These accounts are not commonly used and applied in the regular recording of information in the books of accounts.

TOPIC: ACCOUNTS OF NON-PROFIT MAKING ORGANISATIONS

DURATION: 36 PERIODS

GENERAL OBJECTIVES: The learner should be able to prepare accounts of non-profit making organisations

SUB-TOPICS	SPECIAL OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES	ACTIVITY/ EXERCICES/ ASSIGNMENTS
Introduction to non-profit making organisations and preparation of receipts and payments accounts	The learner should be able to: <ol style="list-style-type: none"> Give the meaning of non-profit making organisations Give differences between non-profit making and profit making organisations Prepare receipts and payments accounts 	<ul style="list-style-type: none"> Meaning of non-profit making organization Differences between non-profit making organization and profit making organization. Preparing receipts and payments account 	<ul style="list-style-type: none"> Through guided discovery to enable learners get the differences The teacher guides the learners to prepare the receipts and payments account 	Learners should be given an exercise to prepare a receipts and payments account.
Differences between	The learner should be able to:	<ul style="list-style-type: none"> Differences between 	<ul style="list-style-type: none"> Brainstorm on the 	

SUB-TOPICS	SPECIAL OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES	ACTIVITY/ EXERCICES/ ASSIGNMENTS
receipts and Payments account income and expenditure account	a) Differentiate between receipts and payments and income and expenditure accounts. b) Give the features of income and expenditure account	receipts and payments account and income and expenditure account. -Features of income and expenditure account	features of income and expenditure	
Income and Expenditure, and Balance sheet	The learner should be able to: a) Prepare an income and expenditure account. b) Prepare a balance sheet	<ul style="list-style-type: none"> •Preparation of income and expenditure account •Preparation of the balance sheet •Statement of accumulated fund 	<ul style="list-style-type: none"> •Demonstration of the preparation of the statement of accumulated fund and balance sheet of the non-profit making organisation 	Learners should be given a trial balance of the non-profit making organization and instructed to prepare an income and expenditure account and balance sheet

TOPIC : THE CONCEPT OF TAXATION

DURATION: 18 PERIODS

GENERAL OBJECTIVE: The learner should be able to compute Income Taxes

SUB-TOPICS	SPECIAL OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES	ACTIVITY/ EXERCICES/ ASSIGNMENTS
Introduction to Taxation	The learner should be able to: a) Define a tax and Taxation b) Explain the importance of taxation c) Identify types of Taxes d) Explain tax compliance and levels of tax compliance	<ul style="list-style-type: none"> • Meaning of Tax and Taxation • Importance of paying taxes • Direct and indirect taxes • Tax compliance • Levels of tax compliance 	<ul style="list-style-type: none"> • Resource person from the Tax Authority to demonstrate the computation of PAYE and VAT 	

Basic Tax Computation	The learner should be able to: a) Calculate basic taxes.	<ul style="list-style-type: none"> • Pay As You Earn (PAYE) • Value Added Tax (VAT) 	<ul style="list-style-type: none"> • The teacher demonstrates on how taxes are calculated 	Learners should be given some figures to compute taxes.
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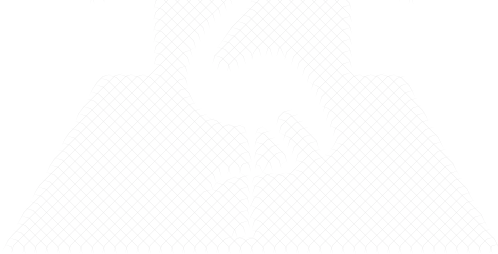
TOPIC : ERRORS AND THEIR CORRECTION

DURATION: 24 PERIODS

GENERAL OBJECTIVES: The learner should be able to correct errors in the books of accounts

SUB-TOPICS	SPECIAL OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES	ACTIVITY/ EXERCISES/ ASSIGNMENTS
Errors which affect the agreement of the Trial Balance	The learner should be able to: a) Identify errors revealed by the trial balance b) Correct errors which are revealed by the trial balance	<ul style="list-style-type: none"> • Single entry errors • Under cast • Over cast • Wrong total 	<ul style="list-style-type: none"> • Guided discussion and discovery of errors revealed by the trial balance 	

<p>Errors which do not affect the agreement of the trial balance</p>	<p>The Learner should be able to:</p> <ol style="list-style-type: none"> Explain the errors revealed /disclosed by the trial balance State the importance of the suspense account. Correct errors using the suspense account 	<ul style="list-style-type: none"> •Error of omission •Errors of commission •Errors of principle •Errors of complete reverse 	<ul style="list-style-type: none"> •Discussion of errors not revealed by the trial balance 	<p>Learners should be given transactions with errors to correct them.</p>
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TOPIC: PARTNERSHIP ACCOUNTS

DURATION: 36

GENERAL OBJECTIVE: The learner should be able to prepare books of accounts of Partnership Business

SUB-TOPICS	SPECIAL OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES	ACTIVITY/ EXERCICES/ ASSIGNMENTS
Introduction to Partnership	<p>The learner should be able:</p> <p>a) State the meaning of Partnership</p> <p>b) Identity the contents of a Partnership Act</p> <p>c) Profit and Loss Appropriation account</p> <p>d) Current accounts of partnership business</p> <p>e) Balance Sheet of a partnership business</p>	<ul style="list-style-type: none"> • Meaning of Partnership • Partnership Deed and its contents • Treatment of salary and drawings. • Profit and loss appropriation (share of profits) • Preparation of current accounts • Preparation of the Balance Sheet 	<ul style="list-style-type: none"> • Guided discussion and discovery on the meaning of Partnership and Partnership Deed, treatment of salary and drawings, appropriation of profits and losses, preparation of current accounts and balance sheet. 	



COMPUTER STUDIES

SENIOR FOUR

Observations of the Abridged Curriculum Materials ICT Education

1.0 INTRODUCTION

The abridged version of the syllabus covers content that was not covered in S.3 and content of S.4. There has been re-arrangement /or merging of relevant content and removal of topic(s) in S.4. Two topics were considered for term one, one topic for term two as whereas term three.

The subject still allocated 3 periods per week, with 40 mins per period, on the school teaching timetable. Time per topic has been adjusted relative to content allocated. Term one and term two have got more teaching time on the normal S.4 syllabus. That is, 36 periods for each term. While term three only has 18 periods.

Teaching Sequence

The teaching sequence should follow the order in which the topics have been arranged in this teaching syllabus as follows.

Term One		
TOPIC	Number of Periods	SUBTOPIC
SPREADSHEETS	20	• Spreadsheets
WEB DESIGNING	04	• Introduction to Web Design
	12	• Web Design
TOTAL	36	
TERM 2		
DATABASES	06	• Introduction to Databases
	30	• Database Design

TOTAL	36	
TERM 3		
TRENDS IN COMPUTING	04	<ul style="list-style-type: none"> • Computer Integrity and Security
	04	<ul style="list-style-type: none"> • Computer Ethics
	06	<ul style="list-style-type: none"> • Emerging Technologies
	04	<ul style="list-style-type: none"> • Computer Professions
TOTAL	18	

CRITICAL CHANGES AND JUSTIFICATION

SN	TOPIC	WHAT HAS CHANGED	REASON
1	Spreadsheet	<ul style="list-style-type: none"> • Introduced spreadsheet in S4 • Introduction to Spreadsheets as a subtopic removed • Number of periods reduced from 36 to 20 • Content on invoice / Receipt has been merged in 	<ul style="list-style-type: none"> • It was not covered in S.3 • Not so relevant, it's more theoretical yet we are encouraging practical areas. • Introduction to Spreadsheets as a sub topic was removed and some content was merged. • The skills required to be demonstrated on invoice/receipt are the

SN	TOPIC	WHAT HAS CHANGED	REASON
		<p>themes for practicing spreadsheet.</p>	<p>same as skills needed in themes for practicing spreadsheet.</p>
2	Web designing	<ul style="list-style-type: none"> • Introduced web designing in S4 • Number of periods reduced from 36 to 16 • School Website content has been removed • Merged content of personal webpage with content of themes/areas of application of website. 	<ul style="list-style-type: none"> • Web designing was not taught in S3 • Some content has been removed and other content reduced instead of looking at all themes/areas of application in the syllabus, a teacher can choose only two. • School website content has already been acquired in creating personal webpages. Instead of personal webpage which is a single document on the web using a unique URL, it should be personal website to be covered. • This will allow a collection of multiple webpages in which information on a related topic or another subject is linked

SN	TOPIC	WHAT HAS CHANGED	REASON
			<p>together under the same domain address, and hence no need for institutional website to be taught as it requires the same skills.</p> <ul style="list-style-type: none"> • The skills required in the two areas are the same
3	Data bases	Nothing changed	<ul style="list-style-type: none"> • Database content is relevant to a senior 4 learner
4	Elementary Computer Programming	Removed from S.4 class and substituted with spreadsheet and web designing Topics from S3	<ul style="list-style-type: none"> • The topic is too wide and not so relevant to S.4 learners

SN	TOPIC	WHAT HAS CHANGED	REASON
5	Trends In Computing	<ul style="list-style-type: none"> • Number of periods reduced from 21 to 15 • Computers and Society as a subtopic removed • Systems Analysis as a subtopic removed 	<ul style="list-style-type: none"> • Some subtopics which are not so relevant have been removed and these include Computers and Society and Systems Analysis. • The content of this subtopic has relationship with content of introductions to computers subtopic Computers Today that was done while in S1. • This subtopic is not so relevant at this level

SUBJECT: ABRIDGED VERSION OF THE COMPUTER SYLLABUS

CLASS: SENIOR 4

Topic	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	DURATION
Spread sheets	Spreadsheets	<p>To be able to:</p> <p>a) Use the standard features and commands of a spreadsheet software</p> <p>b) Format spreadsheet content using the format commands and features</p> <p>c) Layout a spreadsheet to the appropriate size and margins</p> <p>d) Use and manipulate formula and functions in spreadsheet software</p> <p>e) Use the save and print options of the spreadsheet software</p>	<p>Themes for practicing spreadsheets:</p> <ul style="list-style-type: none"> • Payroll • Inventory • Sales-sheets • Simple budgets <p>focusing on the following features</p> <ul style="list-style-type: none"> • Data entry • Borders • Functions & formula • Charts & graphs • Formatting options • Printing options • Editing options • Import / Export • Saving option • Filtering / sorting 	20 Periods

Topic	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	DURATION
			<ul style="list-style-type: none"> • Layout / Design • Import / Export • Advanced use of formula • Printing options 	
Web designing	Introduction to Web Design	To be able to: a) Define terms used in web designing b) Describe and use features of a web authoring software c) Explain the features of a website d) Explain the importance and limitations of a website	<ul style="list-style-type: none"> • Definition of terminologies • Features of the web authoring software • Features of a website • Importance of a website • Limitations of a website 	04 Periods
	Web Design	To be able to: a) Demonstrate skills in designing a website b) Package a designed website ready for uploading	<ul style="list-style-type: none"> • Design a web page for any two of the following areas of application • Business • Health • Broadcasting • Advertising 	12 periods

Topic	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	DURATION
			<ul style="list-style-type: none"> • Governance • Put focus on the steps below • Planning • Compilation of media elements Creation of a web page • Designing a layout • Generating & activating links • Saving & Printing options 	
Databases	Introduction to Databases	a) To be able to: b) Define terms used in database design c) Describe and use features of a database development software d) Explain the features of a database e) d) Explain the importance and limitations of a database	<ul style="list-style-type: none"> • Definition of terminologies • Features of a database development software • Features of a database • Importance of a database • Limitations of a database 	06 periods

Topic	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	DURATION
	Database Design	f) To be able to g) demonstrate skills in designing and developing a database	<ul style="list-style-type: none"> • Class Register: • Planning • Compiling data • Layout design • Data entry • Database manipulation (Forms, Queries & Reports) • Printing & Saving options 	15 Periods
			<ul style="list-style-type: none"> • Tasks for database design practice: • Address book • School register • Medical register • Company staff profile 	15 Periods
Trends In Computing	Computer Integrity and Security	To be able to observe and respect computer integrity and security	<ul style="list-style-type: none"> • Software Integrity • Hardware Integrity • Computer Intrusion 	03 Periods

Topic	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	DURATION
			<ul style="list-style-type: none"> • Computer Protection 	
	Computer Ethics	To be able to observe and respect computer ethics	<ul style="list-style-type: none"> • Code of Conduct • Computer Piracy • Copyright law in Uganda 	03 Periods
	Emerging Technologies	To be able to appreciate and describe developments in hardware, software and application of computers	<ul style="list-style-type: none"> • Developments in Hardware • Developments in Software • Developments in Application of computers 	06 Periods
	Computer Professions	To be able to identify a career path in the field of computing	Computer professions in the field of computing (Information and Communication Technology)	03 Periods





ART AND DESIGN

SENIOR FOUR

Introduction

Art and design program of study has been re-organised in an abridged form to take care of concepts that were moved from previous classes and reduce it to fit in the time available for the learner to sit his/her end of cycle Art examinations. The matrix below details what was moved or added on the Senior Four Art curriculum.

Table 4: Senior 4 Re-organised Art Topics

CRITICAL CHANGE	JUSTIFICATION
UNIT 1: DRAWING AND PAINTING Sub Unit 4.1 Detailed study of the human figure A competence about drawings from contemporary artists from s.3 was added and suggested activities adjusted.	Learning was considered to fit within the suggested periods.
Wire sculpture and Integrated crafts were dropped	There was a challenge of availability of materials and there it is often skipped. Could not fit within the periods.
UNIT 7: ART THROUGH TIME Sub Unit Contemporary Art (Uganda) This topic was adopted from senior three	This contributes to the art theory in s.4 in relation to the different art works done at this level.
TOPIC: MAKING AND PRESENTING A PORTFOLIO This topic was maintained for term 3, with considerations from s.3.	This was considered important as learners' present accountability for their studies in fine art at O'Level.

TERM 1

UNIT 1: DRAWING AND PAINTING

Sub Unit 4.1 Detailed study of the human figure

6

Periods

This sub unit introduces the learner to the knowledge and skills of human figure representation with detailed features

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner:</p> <ul style="list-style-type: none"> • Captures the different body parts and their interrelationship to the human figure • Analyzes the use of human figure drawing in contemporary and ancient artworks from a range of artists, cultures and traditions, 	<ul style="list-style-type: none"> • Observation and study of the right posture, proportions and structure of a living person • Study of the anatomic parts of the living person, e.g. head and torso • Study the light /tonal effects on the human figure • Study the effect of the features of the environment as secondary in a composition where the model is posed. 	<p>Assess the learners' ability to draw from observation of the living person as they;</p> <ol style="list-style-type: none"> 1. Make studies of a draped full figure 2. Make studies of a head and torso of the human figure

UNIT 2: SCULPTURE AND POTTERY

Sub Unit 4.2 Sculpture

6

periods

This sub unit introduces the learner to the knowledge and skills of creating artistic forms in sculpture

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner:</p> <ul style="list-style-type: none"> ▪ Experiments with various materials and tools, techniques and processes to produce artworks ▪ Employs creativity and originality in creating new works with art self-expression and light /tonal effects. 	<ul style="list-style-type: none"> • In pairs or small groups, learners research about the human form in sculpture from the library or the Internet. • Learners collect images of contemporary and ancient artworks from a range of artists, cultures and traditions. Learners consider the visual impact of the artworks and the choice of material(s) used. <p>Sample activity: Learners begin planning their own 3D piece, based on their drawings in the previous unit, and ideas from their research.</p>	<ul style="list-style-type: none"> • Observe learners as they discuss the research findings • Observe learners when working and examine their openness to experimentation. • Examine the final product and written/brailled exercise for evidence of self-expression and understanding of art

	<ul style="list-style-type: none"> i. Learners determine what materials are available to them in the classroom, the natural environment and from other sources (man-made/ found objects). ii. Learners draw on their experience of sculpting in previous units but continue to explore a range of concepts and refine designs until a final idea has been selected. iii. Learners form their sculpture, refining design decisions if necessary, during the process. iv. Learners write/ braille up the creative process, including the sculpture which inspired them and their own design. The element of space and movement, composition. 	
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ABRIDGED CURRICULUM SENIOR 4

UNIT 3: GRAPHIC DESIGN

Sub Unit 4.3 Layout of graphic designs

12 PERIODS

This sub unit introduces the learner to the knowledge and skills of organizing graphic ideas on the surface artistically

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learner:</p> <ul style="list-style-type: none"> • Uses ICT to research about graphic design works • Uses calligraphy and typography to design images and symbols for: badge, book, label, poster and package designing • Apply graphic skills through the creative process to produce and 	<p>Designing with calligraphy and Type</p> <ul style="list-style-type: none"> ▪ Learners Use ICT to research about graphic design, design works and analyse the findings for class presentation ▪ Learners are guided through the processes of using Calligraphy-drawn by hand and Lettering - custom designed and executed by conventional drawing or by digital means ▪ Learners creatively explore with Typography-letterforms produced mechanically, and with a computer. <p>Producing Graphic Designs : The learners are guided to:</p> <ul style="list-style-type: none"> ▪ Analyze the assignment / brief 	<p>Observe learners participation when presenting research findings</p> <p>Assess how learners make use of creative letter-writing</p> <p>Assess the process of mechanical letter construction</p> <p>Assess learners' ability to creatively develop a concept, follow it through the design process, use the techniques and colours, finish the composition and present the design</p>

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
present works of graphic design	<ul style="list-style-type: none"> ▪ Conduct Visual Research and make sketches ▪ Undertake Concept/ Idea development ▪ Create thumbnail layouts / compositions ▪ Select best option and develop it into draft designs ▪ Produce and present the final designs in form of a prototype. <p><i>use of ICT is recommended where applicable for precision</i></p>	as a poster, label, package etc.

UNIT 4: DECORATIVE ARTS

Sub Unit 4.4 TECHNIQUES IN FABRIC DECORATION PERIODS

10

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learner:</p> <ul style="list-style-type: none"> • Explores the traditional and contemporary fabric 	<ul style="list-style-type: none"> • In pairs or small groups, learners investigate traditional and contemporary approaches and processes of fabric 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research each learner presents.

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<ul style="list-style-type: none"> • Identifies tie-dye, printing, batik fabric printing techniques: processes, and technologies, and uses them to produce artworks • Applies safety and health practices associated with the use of materials, tools and technologies in making art 	<p>decoration in the local area and elsewhere in Uganda (e.g. tie-dye, printing, batik).</p> <p>Sample activities:</p> <ol style="list-style-type: none"> i. Learners individually design motifs based on symbols and patterns of their cultural and natural environment, exploring elements and principles of design, in preparation for printing, dyingX batik etc. ii. Individually, learners create a piece of decorated fabric based on their design, which may use more than one of the methods researched. In adding to their initial research and fabric designs, learners write up the process of producing their print, using appropriate technical language/terminology. iii. Learners discuss, and demonstrate the purpose of health and safety measures while handling tools, 	<ul style="list-style-type: none"> • Observe learners' use of planning and design as a preparation to execute artistic work. • Engage learners in conversation individually to explain their choices and processes of design- making to assess their creativity. • Critique the product produced to objectively assess the use of key elements and understanding of processes. • Observe if the learners are working safely and using appropriate precautions.

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
	equipment and materials in the studio (e.g. demonstrating workplace behavior and using appropriate precautions when handling sharp tools or hazardous materials	

UNIT 5: DECORATIVE ARTS

Sub Unit 4.5 Applique

8 PERIODS

This sub unit introduces the learner to the knowledge and skills of making fabric decorations using applique techniques

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learner:</p> <ul style="list-style-type: none"> • Uses a variety of strategies to generate ideas and develop plans for the creation of applique • Explores and experiments with a variety of media/materials, 	<ul style="list-style-type: none"> • The teacher shows the class various examples of the appliqué technique and identifies suitable materials to be employed. • Learners learn and practice basic sewing skills and the safe use of equipment. • Learners individually experiment with different techniques and stitches. 	<ul style="list-style-type: none"> • Assess each learner's technical skills, creative working method, expression of ideas and understanding of the design process,

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>technologies, tools and techniques, and apply them to produce applique</p> <ul style="list-style-type: none"> • Applies elements and principles of design to create artwork that serves specific purpose 	<ul style="list-style-type: none"> • Individually, learners create drawings on a given theme, and develop their ideas into a pattern for appliqué to serve a particular purpose (e.g. cushion cover, placemat or decorative patch for garment). • Learners make their appliqué piece and document the process, in a portfolio/ worksheet, describing each stage in writing//braille and illustrative sketches. <p>As a class, learners discuss and identify career opportunities in relation to knowledge and skills acquired in art.</p>	<p>during activities and by examining the finished products (portfolio and appliqué piece).</p> <ul style="list-style-type: none"> • Observe individual's contribution to the group discussion and assess their understanding of the opportunities available in art related fields

UNIT 6: HISTORY AND APPRECIATION OF ART PERIODS 6

Sub Unit 4.6: 19th Century Art in France

This sub unit introduces the learner to the knowledge and skills of appreciating art developments in the 19th century in France

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learners:</p> <ul style="list-style-type: none"> Identify and describe the elements and principles of design used in 19th century art in France Analyse the 19th century art movements and styles in France Examine artworks associated with 19th century France and identify their social and cultural context Imitate styles of the selected great masters of the 19th 	<ul style="list-style-type: none"> The class is divided into small groups, each researching a separate art movement (allocated by the teacher) from 19th century France. Learners collect information on artists associated with their movement, what they were trying to accomplish in their work, the context in which they were created and examples of images of artworks from the movement. Groups present their findings to the whole class and the teacher guides the discussion. Images could be grouped on a timeline. <i>Suggested movements: Romanticism,</i> 	<ul style="list-style-type: none"> Observe the individual learner's participation in group activities and examine the quality and accuracy of the research presented. Examine the learners' notes and artwork to determine their level of observation and understanding of their chosen artist.

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
century to make his/ her artwork	<p><i>Primitivism, Fauvism, Cubism, Impressionism, Post-Impressionism, and Art Nouveau.</i></p> <ul style="list-style-type: none"> • Individually, learners choose the work of one artist of the period and analyse the key elements which make it unique and distinctive (i.e. brushwork/use of colour/ subject matter). Learners then use their observations to create their own artwork in the style of their chosen artist. • Learners present a short talk on their chosen artist, showing some key works and explaining why they were drawn to their style. They can include their own artwork and explain what was challenging/easy about working in the style of another artist. 	

TERM 2

UNIT 7: FABRIC DECORATION AND PRINTMAKING

Sub Unit 4.7 Screen Printing

12 PERIODS

This sub unit introduces the learner to the knowledge and skills of decorating fabrics using Screen production techniques

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learners:</p> <ul style="list-style-type: none"> • Explore and experiment with a variety of media/ materials to produce batik art • Apply elements and principles of design to create batik works • Identify the functions of batik art • Apply safety measures and environmentally responsible practices when creating Batik works 	<ul style="list-style-type: none"> • In small groups, learners research and identify contemporary Ugandan artists who employ the technique of Batik as a form of expression. Learners analyse themes and determine the function of the artists' work from a social and cultural perspective. • The teacher explains and demonstrates the processes for creating batik work, with special attention to safe practice. • The learners experiment with the batik tools and processes on sample pieces, demonstrating appropriate health and safety 	<ul style="list-style-type: none"> • Observe learners when working to ensure and assess safe practice. • Observe students during their research, question them and examine their notes to assess understanding of the functions of batik art. <p>Assess each learner's technical skills, creative working process and expression of ideas during</p>

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
	<p>precautions in the classroom.</p> <ul style="list-style-type: none"> Using their research as inspiration, learners plan and execute a batik artwork based on a chosen theme. <p>Learners write /braille up the activity for their portfolio/sketchbook, including their observations and comments on the process.</p>	<p>sessions and by examining the finished product.</p>

UNIT 8: GRAPHIC DESIGN

Sub Unit 4.8 Production of graphic designs

12

PERIODS

This sub unit introduces the learner to the knowledge and skills of producing ideas in a graphic form using technology

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learner:</p> <ul style="list-style-type: none"> Uses ICT to research about graphic design, design works Uses improved 	<ul style="list-style-type: none"> Learners continue to use ICT to research about graphic design, and analyse the findings for inspiration Learners creatively explore with calligraphy/ 	<p>Observe learners participation when presenting research findings</p>

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>calligraphy and typography skills to design images and symbols for: cards, books, posters and packages, and calendar designing</p>	<p>typography and images to produce either original hand-made, or a computer-aided designs of card, book, poster and package, and calendar</p> <p>Producing Graphic Designs: The learners are guided to:</p> <ul style="list-style-type: none"> ▪ Analyze the assignment / brief ▪ Conducts Visual Research and make sketches ▪ Undertake Concept/ Idea development ▪ create thumbnail layouts / compositions ▪ select best option and develop it into draft designs ▪ Try it out and improve the colour options, sizes, layout, etc, ▪ Produce and present the final designs in form prototype . <p><i>use of ICT is recommended where applicable for precision</i></p>	<p>Assess how learners make use of creative letter-writing</p> <p>Assess the process of mechanical letter construction</p> <p>Assess learners' ability to creatively develop concept, follow it through the design process, use the techniques and colours, finish the composition and present the design as poster, label, package etc.</p>

UNIT 9: SCULPTURE IN ROUND

Sub Unit 4.9 Making assemblages in sculpture 10 periods

This sub unit introduces the learner to the knowledge and skills of using available resources to construct artworks of sculpture

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learner:</p> <ul style="list-style-type: none"> • Selects the required materials for making assemblages(k) • Assembles the acquired materials to form the intended sculpture (u, s) • Explains the method and process of making the intended sculpture (u, k) • Transform what seems to be wasted materials into usable art works (k, u, s) 	<ul style="list-style-type: none"> • Conduct research about the definition and terminologies for assemblages • Possible materials used to make assemblages • Creativity and innovations with found materials • Selection and preparation of materials • Research on works done by making assemblages 	<ol style="list-style-type: none"> 1. Identify wasted materials that can be transformed into useful assemblages 2. Assemble a sculpture piece out of the found objects focusing on the elements and principles of art

UNIT 10: HISTORY AND APPRECIATION OF ART

Sub Unit 4.10: Art from the 19th Century to the Present in East Africa

This sub unit introduces the learner to the knowledge and skills of appreciating and analyzing art developments of the 19th century to present times.

8 PERIODS

LEARNING OUTCOMES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner:</p> <ul style="list-style-type: none"> • Interprets a variety of 19th and 20th century art movements and styles (u) • Analyses contemporary East African art in its social and cultural context (k, u) • Explore and interpret a variety of artworks, both historical and contemporary, to identify and describe their 	<ul style="list-style-type: none"> • In pairs or small groups, learners research a variety of East African artworks, both historical and contemporary, in preparation for a class discussion. • The teacher leads the class in a discussion, examining the artworks researched, identifying the trends and development of art in East Africa. Individual artworks can be analysed to determine purpose and meanings conveyed through the piece. • The class creates a display or scrapbook of East African 	<ul style="list-style-type: none"> • Observe learners during their research, examine their notes and check for accuracy and understanding. • Observe the responses of individual learners during group discussions for evidence of their understanding and ability to analyse and contrast elements of art.

LEARNING OUTCOMES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>purpose and style, materials used and the meanings they convey (u)</p>	<p>artworks, with each pupil contributing an image and a written/ brailled description of the work chosen.</p> <ul style="list-style-type: none"> As a class, investigate and discuss contemporary East African art associated with Modernism and Post Modernism to identify its social and cultural context in relation to style and subject matter. <i>Suggested artists: Godfrey Banadda, F.X. Naggenda, Ignatious Serulyo).</i> Learners write/braille a short piece comparing two East African artworks, one contemporary, and another from the 19th century. Encourage the use of appropriate artistic terminology. 	<ul style="list-style-type: none"> Examine the written /brailled assignment for accuracy and evidence of understanding.

UNIT 11 : PRODUCTION AND PRESENTATION

Sub Unit 4.11 **Presentation techniques in art and design** **4**
Periods

Sub unit Overview: This sub unit introduces the learner to the knowledge and skills of presenting art works to the intended viewers

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner:</p> <ul style="list-style-type: none"> Organizes his/her artworks for exhibition and display(s) Demonstrates an understanding of the qualities of presentation (u, s) Identifies quality work suitable for exhibition (u.s) 	<ul style="list-style-type: none"> Relating the quality of a product with function Preparing different pieces of work for presentation presenting art piece to an audience 	<ul style="list-style-type: none"> Assess learners' ability to identify a task and create a timeline to present your art works

TERM 3

UNIT 12: DRAWING AND PAINTING

Sub Unit 4.12 Human figure drawing periods

8

Sub unit Overview: This sub unit introduces the learner to the knowledge and skills of representing human figure in artistic creations

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
The learner: <ul style="list-style-type: none"> Makes studies of the full human figure while showing the effect of perspective(k) Paints pictures while following his/her own colour scheme(s) 	<ul style="list-style-type: none"> Studying the full human figure capturing intended parts, while showing, fore shortening, mood, body movement, drapery and texture Painting compositions from imagination 	<ul style="list-style-type: none"> Draw or paint a theme (objects, or human figures) to communicate your feelings Observe learners as they paint and assess their ability to communicate feelings through art

UNIT 13: FABRIC DECORATION AND PRINT MAKING

Sub Unit **4.13** **Finishing techniques in textile decoration** 12
periods

Sub unit Overview: This sub unit introduces the learner to the knowledge and skills required to do surface decorations using print making methods

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner:</p> <ul style="list-style-type: none"> • Presents finished works of textile decoration(u, s) • Appreciates the importance of finishing textile decorations(k) 	<ul style="list-style-type: none"> • Discussion of the different finishing techniques for textile decoration (e.g. mounting, wax removal, hemming, lacing, and scoring. • Appreciate any finished textile decoration • Finishing a given textile decoration article from the previous activities (tie and dye, batik and screen printing) 	<p>Make an art piece following the process to a good finish</p>

UNIT 14 : ART THROUGH TIME

Sub Unit 4.14 Contemporary Art (Uganda)

Sub unit Overview: This sub unit introduces the learner to the Ugandan Art Personalities and their contribution to National development through Art

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learners:</p> <ul style="list-style-type: none"> Identify the elements and principles of design used in various artworks, and describe their effects (k) Use a variety of strategies to interpret and evaluate the effectiveness of contemporary artworks Evaluate the contribution of art and artists to national development (u) 	<ul style="list-style-type: none"> Guide learners to research and then evaluate the development of art in Uganda (e.g. exploring different art forms from various cultures in Uganda, the formal school art and the establishment of the Margaret Trowell School of Fine Art at Makerere University). Learners should identify prominent artists in painting, sculpture and ceramics and their contribution to the nation's artistic identity. In pairs, learners can research particular fields or artists allocated by the teacher and give feedback of their findings to the class as 	<ul style="list-style-type: none"> Observe the individual learner's participation in the group activities, how he/she communicates, co-operates and relates effectively with others, demonstrating an understanding of team work and collaboration. Observe the learners' presentations and assess their understanding and use of appropriate

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
	<p>part of a group discussion.</p> <p><i>Suggested artists: Ignatious Sseruryo, Tereza Musoke, Sam Ntiro, Jack Katalikawe. Ntensibe, Godfrey Mukasa, Cecil Todd, George Kyeyune, Gregory Maloba, Francis Xvier Musangogwa Ntamu, Kakooza, and Francis Naggenda.</i></p> <ul style="list-style-type: none"> • In small groups, learners examine and identify the key elements and principles of design used in selected contemporary Ugandan artforms. Why has the artist chosen to work in this way? What message is the artist trying to show to the viewer? • The class imagines it is putting on an exhibition of ‘the very best of Ugandan art’. Learners debate, discuss and decide what artworks are 	<p>technical language.</p> <ul style="list-style-type: none"> • Asses the learners’ understanding of art’s national and cultural significance through the written/brailled product.

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
	<p>included and which are left out. Individuals may make arguments for favourite pieces. Once a final list has been agreed upon, print facsimiles of the artworks and make an exhibition/display in the classroom. This could include exhibition-style labels with the work's title and date, along with the artist's name and brief biographical details.</p> <p>Learners individually write /braille a short piece explaining why they think art contributes to the culture and development of Uganda.</p>	

UNIT 15 : PRODUCTION AND PRESENTATION

Sub Unit: Making and presenting a portfolio

2 PERIODS

This sub unit intends to prepare learners acquire knowledge and skills of presenting art works to the intended viewers

COMPETENCES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learners:</p> <ul style="list-style-type: none"> Identify and describe the purpose of a portfolio with the creative process. Create, prepare and present work in portfolio (k, u, s) 	<ul style="list-style-type: none"> As a class, discuss and describe different types of portfolio and their purpose (e.g. topic portfolio, special event portfolio, group portfolio, term portfolio and annual or cycle portfolio). Guide each learner individually to identify work suitable for inclusion in their art portfolio (e.g. researched information, developmental studies, further works done outside class time, jottings/ sketches of ideas, final artworks, portfolio statements). With the teacher, learners assess their work and discuss areas for improvement and identify missing elements. 	<ul style="list-style-type: none"> Observe the responses of individual learners during group discussion for evidence of understanding. Examine the display of work, assessing the quality of presentation skills suitable for a finished portfolio.

COMPETENCES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • Where possible, learners produce the elements missing from their portfolios and are given the opportunity to recreate or improve any work they feel is substandard. • Guide learners to present their portfolio in an appealing and professional manner, considering cover design, layout of contents and appropriate mounting and labelling of work. Large works and 3-D objects may be photographed in order to be included. In addition to their work, learners might include acknowledgements, student statement/ reflection, table of contents and glossary of terms. 	



MUSIC

SENIOR FOUR

Introduction

The **Senior Four abridged Music syllabus** is not a new syllabus but a compressed one from the current. It is written to provide an opportunity for senior four learners to catch up and transition back into the learning process. It is also intended to speed up the curriculum, and allow learners to complete their previous academic year in a shortened timeframe. This requires interactive pedagogical strategies, increased and more effective time on task. Teachers are encouraged to organise more performance related lessons that allow learners to discover ideas, explain concepts, analyse information and apply knowledge. The matrix below shows the areas that have been removed and merged and reasons why.

	CRITICAL CHANGES	JUSTIFICATION
1	Topic 1.1 Senior 3 term 2 and term 3 (Repetitive drum rhythms) have been merged to Senior 4 Term 1, topic 1.1	Similar content
2	Topic 1.2 Senior 3 term 2 and term 3 (singing and rhythm) have been merged to Senior 4 Term 1, topic 1.2	Similar content
3	Topic 1.3 and 1.4 Senior 3 term 2 and Topic 1.3 term 3 (compound rhythm) have been merged to Senior 4 Term 1, topic 1.3 performing and writing compound time	Continuation of the same content and reduced the type of rhythms used. Activities for practice have been reduced.
4	Topic 1.5 senior 3 term 3 removed	Too much content realized
5	Topics 1.6, 1.7, 1.8, 1.9,1.10. 1.12 and 1.13 senior three term 2 has been removed	Similar content realized in senior four term one hence can be covered there.


	CRITICAL CHANGES	JUSTIFICATION
6	Topic 2.1 senior 3 term 2 Romantic period has been removed. (Music History and Literature)	Not so crucial and not relevant at the moment.
7	Topic 3.1 senior 3 term 2 (Rehearsing) is removed	Rehearsals shall be done in remedial time and during co-curricular moments as well as during weekends
8	Topic 1.3 senior 3 term 3 (compound time) has been merged with topic 1.3 senior 4 term 1	Similar content with almost the same activities.
9	Topic 1.4 senior 3 term 3 (Elementary) Harmony has been shifted to topic 1.4 senior 4 term 2	Too much content in senior four term one
10	Topic 1.5 senior 3 term 3 (melody writing) has been merged to topic 1.4 senior four term 1	Almost similar content to be modified to fit in the time allocated.
11	Topic 1.6 senior 3 term three (completing a melody) has been merged with topic 1.3 senior 4 term 2	Too much content in in term one
12	Topic 1.7 senior 3 term 3 (Modulation) has been removed	Not so important at the moment since there is too much work
13	Topic 1.8 senior 3 term 3 (Intervals) has been merged with Topic 2.5 senior 4 term two	Similar content and it is appropriate after going through term one content
14	Topic 1.9 senior 3 term 3 (African Recorded works) merged with topic 2.9 senior 4 term one	Almost Similar content which can be studied at once or together.

	CRITICAL CHANGES	JUSTIFICATION
15	Topics 2.1 and 2.2 senior 3 term 3 (western and African practical's) removed	Remain individual efforts during weekends, co-curricular and any available free time depending on each individual candidate.
16	Topic 1.6 senior 4 term 2 (set jazz music has been removed)	Too much content.
17	Topic 2.6 senior 4 term 1 (set jazz music) has been removed	Too much content. It can be left out
18	Topic 1.7 senior four term 2 (Back ground questions on the prescribed western work and History of Jazz.) has been removed	Reduce on the work. This is also general knowledge on foreign music.
19	Topic 2.6 and 2.7 senior 4 term 3 (set jazz music & Back ground questions on the prescribed western work and History of Jazz.) have been removed.	Reduce on the work. This is also general knowledge on foreign music.

TOPIC 1: AURAL WORK. DURATION 10 PERIODS


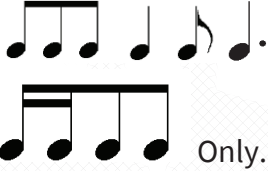
General objective: Learners should be able to listen, internalize and recall sounds with increasing aural memory.

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
Repetitive drum patterns (simple time)	<p>The learner should be able to;</p> <ol style="list-style-type: none"> 1. Listen and identify the repetitive drum rhythms played. 2. Say them to French names. 3. Write the repetitive drum pattern on a 	<ol style="list-style-type: none"> 1. Not exceeding 8 crochet beats. 2. Covers only the following simple time rhythm groups. Taa-aa, Taa, Tate, Ta-fa-te-te, and ta-te-fe 3.Repeat signs : : 	<ol style="list-style-type: none"> 1.Observe the played rhythms 2. Explain repeat sign. 3. Display written rhythm patterns 	<ul style="list-style-type: none"> • Radio • CD/ Tape • Chalk board <p>Drum.</p> <ul style="list-style-type: none"> •

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
	monotone. 4. Use the repeat sign			
simple time rhythms played on piano: putting in bar lines and time signature.	1. Sing songs with the simple time rhythms selected. 1. Clapping the rhythm. 3. Write simple time rhythm played on a piano. 4. Determine and write time signature and then put bar	 1. 2. Time signature. 3. Bar lines. 4. Not more than 8 crotchet beats	1. Observe the played rhythms. 2. Discuss time signature and bar lines. 3. Display written rhythm patterns.	<ul style="list-style-type: none"> • Charts. • Chalk board. • Piano. • Radio • Tape • Compact disc.

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
	lines to the played rhythm pattern.			
Singing and compound.	<ol style="list-style-type: none"> 1 Sing songs in compound time. 2 Identify the compound time rhythm in the songs. 3 Say rhythms to French names. 4. Write the rhythm names 	<ol style="list-style-type: none"> 1. Compound time songs e.g. <ul style="list-style-type: none"> ○ Golden Slumber. ○ Row Your Boat ○ Mark Where the Bee etc. (check in appendix) <p>You may use CD/ Tape for piano</p>	<ol style="list-style-type: none"> 1. Sing by rote . 2. Discover rhythms in the songs. 3. Explain writing on a monotone . 	<ul style="list-style-type: none"> • Radio • CD/ Tape • Charts

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
	<p>to staff notes.</p> <p>5. Write 4 bars of 6</p> <p>8 time putting in bar lines and time signature. (on a monotone)</p>	<p>accompaniment. to these songs available at NCDC.</p>		
Melody writing	<p>1. Write played melodies on the treble stave.</p> <p>2. Write key signatures and time signature of given melodies.</p> <p>3. Notate the played</p>	<p>1. Four bars of 3, 4, or 6 time or 8 bars of 2 time</p> <p style="text-align: center;">4 4 8 .</p> <p>4</p> <p>2. The melody begins on the first beat of the bar.</p> <p>3. Rhythm groups for simple time includes;</p>	<p>1. Observe the played melody.</p> <p>2. Discuss notation procedures.</p> <p>3. Display written melodies.</p>	<ul style="list-style-type: none"> • Charts. • Chalk board. • Drum/ for pace. • Radio • Tape • Compact disc

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
	<p>melodies in simple and compound time.</p> <p>4. Put bar lines to the played melody.</p> <p>5. Write key signature not exceeding 3 sharps or flats.</p> <p>. Write the time signature.</p>	 <p>only.</p> <p>Compound time includes</p>  <p>Only.</p>		
Intervals	1. Identify name and write played intervals as	1. Harmonic intervals; either Minor, Major or Perfect.	1. Observe the played intervals.	<ul style="list-style-type: none"> • Charts. • Chalk board. • Piano.

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
	minor, major or perfect.	2. The tonic note “doh” to be sounded before the interval. 3. Interval is to be played twice.	2. Discuss names of intervals, by number and quality. 3. Display written intervals.	<ul style="list-style-type: none"> • Radio • Tape • Compact disc.
Cadences	1. Identify name and write played cadences in the order they occur.	Cadences are Perfect, Imperfect, Interrupted and Plagal.	1. Observe the played cadences. 2. Discuss names of cadences and the order they occur in various melodic passages.	<ul style="list-style-type: none"> • Piano. • Radio • Tape • Compact disc.

TOPIC 2: MUSIC THEORY.

DURATION 10 PERIODS

General objective: To enable learners to read and write music from both dictation and music scores.

Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
Piano piece analysis.	The learner should be able to: 1. Study and analyse piano piece scores	1. A thirty-two bar piano piece. Areas of study include melody, dynamics, expression, orchestration	1. Question and answer on melody, dynamics, Expressions and Orchestration.	1 Music scores 2 Charts 3 Chalk board 4 Radio
African melody analysis	Study and analyse scores of African melodies.	1. A thirty-two bar African melody. Areas of study include: Form, scale, melody	1. Discuss the melody in relation to the set parameters. 2. Observe the form, scale, And melody.	<ul style="list-style-type: none"> • Chalk board • Charts • Music scores.
Completing a melody.	The learner should be able to;	1 Answering phrase. 2. Major key.	1. Discuss keys that do not exceed 3	<ul style="list-style-type: none"> • Chalk board • Charts

	1. Add an answering phrase to the given questioning phrase in a major key. 2. Balance the melody. 3. Contrast the melody. 4. Unite the melody. 5. End the melody with a cadence	3. Balance. 4. Contrast. 5. Unity. 6. Cadence	sharps or flats. 2. Explain balance, contrast, unity and cadence.	<ul style="list-style-type: none"> • Music scores.
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Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
Elementally Harmony.	The Learner should be able to; 1. Add Alto, Tenor and Bass to a given soprano.	1. Chord progression. 2. Chords I, II, IV, V and VI 3. Root position chords	1. Discuss Voice leading principle. 2. Question and answer on harmony	5 Music scores 6 Charts 7 Chalk board 8 Music manuscript papers.

	<p>2. Use correct chord progression.</p> <p>3. Use Chords I, II, IV, V and VI only.</p> <p>4. Use root position chords and a few first inversions.</p> <p>5. Avoid parallel 5th, 8th and unisons. (Voice leading principles)</p> <p>6. Avoid overlapping voices.</p> <p>7. Avoid doubling the 3rd.</p> <p>8. Use the right voice range.</p>	<p>4. First inversion.</p> <p>5. Parallel 5th, 8th and unisons. (Voice leading principles)</p> <p>6. Overlapping voices.</p> <p>7. Doubling.</p> <p>8. Voice range.</p>	<p>3. Display harmonized work.</p> <p>4. Explain overlaps, voice range, doubling and consecutive parallel 5th, 8th and unison.</p>	
Set Art Music.	The learner should be able to	The Western set work.	1. Discuss the set work. in	<ul style="list-style-type: none"> • Chalk board • Charts

	study and analyse the Western set work following already learnt parameters.		relation to the set parameters. 2. Observe the form, scale, and melody.	<ul style="list-style-type: none"> • Music scores.
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Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
Background questions on the prescribed Western work and History of Jazz.	The learner should be able to; 1. Tell the history of the set work. 2. Briefly talk about Jazz music	1. About the composer of the set work and the work itself. 2. The history of Jazz music. 3. The types of Jazz. 4. Characteristics of Jazz. 5. History of the performer or performing group of the set Jazz recording.	1. Discuss the life and works of the composer of the set work, and the history of the period in which he lived, i.e Baroque, Classical, etc 2. Explain the history of Jazz music. 3. Brain storm the characteristics of jazz music. 4. Observe the Jazz record.	9 Music scores 10 Charts 11 Chalk board 12 Radio. 13 CD/Tape

Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
Analysis of African music recordings	The learner should be able to study and analyse the set African music recordings following already set parameters. (see <i>Evaluation mode</i>)	. A recording of five traditional folk songs.	<ol style="list-style-type: none"> 1. Discuss African folk music recording in relation to the set parameters. 2. Brain storm the progression of the recording. 	<ul style="list-style-type: none"> • Chalk board • Charts. • CD/tape. • Radio.
African recorded works.	<ol style="list-style-type: none"> 1. Listen and analyse / study the recorded song. 2. Write down the analysis of the song. 	What to listen for and analyse? <ol style="list-style-type: none"> 1. The class of the song e.g. work 2. The progression. 3. The tribe of origin in Uganda. 	<ul style="list-style-type: none"> • Observation • Explanation • Demonstration 	<ul style="list-style-type: none"> • Radio • CD/ Tape • Charts • Chalk board

Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
		4. The story behind the song. 5. The form (solo? responsorial? Or chorus?) 6. The number of sections of the song. 7. Instruments in the song. 8. The class of the accompanying instruments. 9. The role of the instruments in the song. 10. Relationship between vocal lines and instruments. 11. Occasion when performed.		

Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
		12. Music scale used.		
Western general music knowledge.	<p>• The learner should have theoretical knowledge of</p> <p>a) Western music Instruments</p> <p>b) One Great Western music composers</p> <p>•</p>	<p>1. One great western music composers.</p> <p>2. Music forms</p> <p>Air and variations, Minuet and trio.</p>	<p>1. Discuss the classes and importance of Western music instruments.</p> <p>2. Demonstrate and illustrate Western music instruments</p>	<ul style="list-style-type: none"> • Chalk board • Charts

TOPIC 3: MUSIC PRACTICAL:

DURATION: 4 PERIODS.

General objective: To enable learners perform with perfection Western music, either Vocal or instrumental and African music either Vocal, Instrumental or Dance.

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
Western music	<p>The learner should rehearse</p> <p>1. TWO practical pieces One of which may be in the 20th century style.</p> <p>EITHER</p> <p>Singing</p> <p>OR</p> <p>Playing an instrument</p> <p>2. Sight sing in staff notation four bar</p>	<p>1. UCE set practical pieces.</p> <p>2. the keys for sight singing pieces are C, G, D and F</p>	<p>1. Demonstrate the singing/ instrumental playing skills and techniques.</p> <p>2. Observe the performed pieces.</p>	<p>CD/ Tape.</p> <p>CD/ DVD/VCD player.</p> <p>Chalk board</p>

	<p>melodies of 4 time.</p> <p>4</p>			
African music.	<p>The learner should rehearse 1. TWO pieces from any of the three classes. Both pieces may come from the same class or from two different classes.</p> <p>The classes are.</p> <ul style="list-style-type: none"> • Singing • Playing an instrument • Dance <p>2. Attempt viva voce on any of the chosen classes.</p>	<p>1. Any African traditional folk song/ dance or instrument.</p>	<p>1. Demonstrate the singing/ instrumental playing skills and techniques.</p> <p>2. Observe the performed pieces.</p> <p>3. Demonstrate the chosen dance.</p> <p>4. Brain storm the viva voce.</p>	<ul style="list-style-type: none"> • The chosen instruments • Chalk board.

TERM 2

TOPIC 1 : MUSIC THEORY.

DURATION 8 PERIODS

General objective: To enable learners to read and write music from both dictation and music scores.

Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
Piano piece analysis.	The learner should be able to: 1. Study and analyse piano piece scores	1. A thirty-two bar piano piece. Areas of study include key, melody, dynamics, expressions, orchestration	1. Question and answer on key, melody, dynamics, expressions and orchestration .	<ul style="list-style-type: none"> • Music scores • Charts • Chalk board • Radio
African melody analysis	Study and analyse scores of African melodies.	1. A thirty-two bar African melody.	1. Discuss the melody in relation to the set parameters.	<ul style="list-style-type: none"> • Chalk board • Charts • Music scores.

Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
		<p>Areas of study include :</p> <p>Form, scale, melody</p>	<p>2. Observe the form, scale, And melody.</p>	
<p>Completing a melody.</p>	<p>The learner should be able to;</p> <ol style="list-style-type: none"> 1. Add an answering phrase to the given questioning phrase in a major key. 2. Balance the melody. 3. Contrast the melody. 4. Unite the melody. 5. End the melody with a cadence 	<ol style="list-style-type: none"> 1 Answering phrase. 2. Major key. 3. Balance. 4. Contrast. 5. Unity. 6. Cadence 	<ol style="list-style-type: none"> 1. Discuss keys that do not exceed 3 sharps or flats. 2. Explain balance, contrast, unity and cadence. 	<ul style="list-style-type: none"> • Chalk board • Charts • Music scores.





Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
Elementary Harmony.	The Learner should be able to; <ol style="list-style-type: none"> 1. Add Alto, Tenor and Bass to a given soprano. 2. Use correct chord progression. 3. Use Chords I, II, IV, V and VI only. 4. Use root position chords and a few first inversions. 5. Avoid parallel 5th, 8th and unisons. (Voice leading principles) 6. Avoid overlapping voices. 	<ol style="list-style-type: none"> 1. Chord progression. 2. Chords I, II, IV, V and VI 3. Root position chords 4. First inversion. 5. Parallel 5th, 8th and unisons. (Voice leading principles) 6. Overlapping voices. 7. Doubling. 8. Voice range. 	<ol style="list-style-type: none"> 1. Discuss Voice leading principle. 2. Question and answer on harmony 3. Display harmonized work. 4. Explain overlaps, voice range, doubling and consecutive parallel 5th, 8th and unison. 	<ol style="list-style-type: none"> 1 Music scores 2 Charts 3 Chalk board 4 Music manuscript papers.





Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
	7. Avoid doubling the 3 rd . 8. Use the right voice range.			
Set Art Music.	The learner should be able to study and analyze the western set work following already learnt parameters.	The Western set work.	1. Discuss the set work, in relation to the set parameters. 2. Observe the form, scale, and melody.	<ul style="list-style-type: none"> • Chalk board • Charts • Music scores.
Analysis of African music recordings	The learner should be able to study and analyze the set African music recordings following already set parameters.	. A recording of five traditional folk songs.	1. Discuss African folk music recording in relation to the set parameters. 2. Brain storm the	<ul style="list-style-type: none"> • Chalk board • Charts. • CD/tape. • Radio.





Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
			progression of the recording.	
African general music knowledge.	<ul style="list-style-type: none"> • The learner should have theoretical knowledge of <ul style="list-style-type: none"> a) African Instruments b) Folk dance. c) Folk song. Following already set parameters. 	All the general information about African instruments, dances and folk song.	<ol style="list-style-type: none"> 1. Brain storm the characteristics of African songs and dances. 2. Discuss the classes and importance of African music instruments and costumes. 3. Demonstrate and illustrate African music instruments. 	<ul style="list-style-type: none"> • Chalk board • Charts

TOPIC 2: AURAL WORK. DURATION 10 PERIODS.

General objective: Learners should be able to listen, internalize and recall sounds with increasing aural memory.

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
Repetitive drum pattern	<p>The learner should be able to:</p> <ol style="list-style-type: none"> Write a dictated repetitive drum pattern on a monotone. Use a repeat sign $\parallel : : \parallel$ 	<ol style="list-style-type: none"> To a length of 8 crochet beats. Covers only the following simple time rhythm groups.    and  Only. The repeat sign $\parallel : : \parallel$ 	<ol style="list-style-type: none"> Observe the played rhythms. Discuss the rhythms. Display written rhythm patterns. 	<ul style="list-style-type: none"> Charts. Chalk board. Drum. Radio Tape Compact disc

<p>Simple time rhythms played on piano: putting in bar lines and time signature.</p>	<p>1. Write simple time rhythm played on a piano. 2. Determine and write time signature and then put bar lines to the played rhythm pattern.</p>	<p>1.  and  only. 2. Time signature. 3. Bar lines. 4. Note more than 16 crochet beats.</p>	<p>1. Observe the played rhythms. 2. Discuss time signature and bar lines. 3. Display written rhythm patterns.</p>	<ul style="list-style-type: none"> • Charts. • Chalk board. • Piano. • Radio • Tape • Compact disc.
<p>Compound time.</p>	<p>Write 4 bars of 6 8 time Putting in bar lines and time signature. (on a monotone)</p>	<p>  Only.</p>	<p>1. Observe the played rhythms. 2. Display written rhythm patterns</p>	<ul style="list-style-type: none"> • Piano. • Radio • Tape • Compact disc.

<p>Melody writing</p>	<p>1. Notate the played melodies in simple and compound time.</p> <p>2. Put bar lines to the played melody.</p> <p>3. Write key signature not exceeding 3 sharps or flats.</p> <p>4. Write the time signature.</p>	<p>1. Four bars of 3, 4, or 6 time or 8 bars of 2 time 4 4 8 . 4</p> <p>2. The melody begins on the first beat of the bar.</p> <p>3. Rhythm groups for simple time includes;</p>  <p>and  only.</p> <p>Compound time includes</p>   <p>Only.</p>	<p>1. Observe the played melody.</p> <p>2. Discuss notation procedures.</p> <p>3. Display written melodies.</p>	<ul style="list-style-type: none"> • Charts. • Chalk board. • Drum/ for pace. • Radio • Tape • Compact disc
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Intervals	1. Identify name and write played intervals as either minor, major or perfect.	1. Harmonic intervals; either Minor, Major or Perfect. 2. The tonic note “doh” to be sounded before the interval. 3. Interval is to be played twice.	1. Observe the played intervals. 2. Discuss names of intervals, by number and quality. 3. Display written intervals.	<ul style="list-style-type: none"> • Charts. • Chalk board. • Piano. • Radio • Tape • Compact disc.
Cadences.	1. Identify name and write played cadences in the order they occur.	Cadences are Perfect, Imperfect, Interrupted and Plagal.	1. Observe the played cadences. 2. Discuss names of cadences and the order they occur in various melodic passages.	<ul style="list-style-type: none"> • Piano. • Radio • Tape • Compact disc.

TOPIC 3: MUSIC PRACTICAL: DURATION: 6 PERIODS

General objective: To enable learners perform with perfection Western music, either Vocal or instrumental and African music either Vocal, Instrumental or Dance.

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
Western music	<p>The learner should rehearse</p> <p>1. TWO practical pieces. One of which may be in the 20th century style.</p> <p>EITHER Singing</p> <p>OR Playing an instrument</p> <p>2. Sight sing in staff notation four bar melodies of 4 time.</p> <p>4</p>	<p>1. UCE set practical pieces.</p> <p>2. the keys for sight singing pieces are C, G, D and F Major.</p>	<p>1. Demonstrate the singing/ instrumental playing skills and techniques.</p> <p>2. Observe the performed pieces.</p>	<p>CD/ Tape.</p> <p>CD/ DVD/VCD player.</p> <p>Chalk board</p>

<p>African music.</p>	<p>The learner should rehearse</p> <ol style="list-style-type: none"> 1. TWO pieces from any of the three classes. Both pieces may come from the same class or from two different classes. <p>The classes are.</p> <ul style="list-style-type: none"> • Singing • Playing an instrument • Dance <ol style="list-style-type: none"> 2. Attempt viva voce on any of the chosen classes. 	<ol style="list-style-type: none"> 1. Any African traditional folk song/ dance or instrument. 	<ol style="list-style-type: none"> 1. Demonstrate the singing/ instrumental playing skills and techniques. 2. Observe the performed pieces. 3. Demonstrate the chosen dance. 4. Brain storm the viva voce. 	<ul style="list-style-type: none"> • The chosen instruments • Chalk board.
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TERM 3

TOPIC 1 : MUSIC PRACTICAL:

DURATION: 6 PERIODS

General objective: To enable learners perform with perfection Western music, either Vocal or instrumental and African music either Vocal, Instrumental or Dance.

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
Western music	<p>The learner should rehearse</p> <p>1. TWO practical pieces One of which may be in the 20th century style.</p> <p>EITHER</p> <p style="padding-left: 40px;">Singing</p> <p style="padding-left: 40px;">OR</p> <p style="padding-left: 40px;">Playing an instrument</p> <p>2. Sight sing in staff notation four bar melodies of 4 time.</p> <p style="text-align: center;">4</p>	<p>1. UCE set practical pieces.</p> <p>2. the keys for sight singing pieces are C, G, D and F Major.</p>	<p>1. Demonstrate the singing/ instrumental playing skills and techniques.</p> <p>2. Observe the performed pieces.</p>	<p>CD/ Tape.</p> <p>CD/ DVD/VCD player.</p> <p>Chalk board</p>

<p>African music.</p>	<p>The learner should rehearse</p> <ol style="list-style-type: none"> 1. TWO pieces from any of the three classes. Both pieces may come from the same class or from two different classes. The classes are. <ul style="list-style-type: none"> • Singing • Playing an instrument • Dance 2. Attempt viva voce on any of the chosen classes. 	<ol style="list-style-type: none"> 1. Any African traditional folk song/ dance or instrument. 	<ol style="list-style-type: none"> 1. Demonstrate the singing/ instrumental playing skills and techniques. 2. Observe the performed pieces. 3. Demonstrate the chosen dance. 4. Brain storm the viva voce. 	<ul style="list-style-type: none"> • The chosen instruments • Chalk board.
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TOPIC 2 : MUSIC THEORY.

DURATION 9 PERIODS

General objective: To enable learners to read and write music from both dictation and music scores.

Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
Piano piece analysis.	The learner should be able to: 1. Study and analyse piano piece scores	1. A thirty-two bar piano piece.	1. Question and answer on melody, dynamics, expressions, orchestration, key, speed	Music scores Charts Chalk board Radio
African melody analysis	Study and analyse scores of African melodies.	1. A thirty-two bar African melody. Areas of study include: Form, scale, melody, key, speed	1. Discuss the melody in relation to the set parameters. 2. Observe the form, scale, melody, key, speed	<ul style="list-style-type: none"> • Chalk board • Charts • Music scores.
Completing a melody.	The learner should be able to; 1. Add an answering	1 Answering phrase. 2. Major key.	1. Discuss keys that do not exceed 3 sharps or flats.	<ul style="list-style-type: none"> • Chalk board • Charts • Music scores.

	phrase to the given questioning phrase in a major key. 2. Balance the melody. 3. Contrast the melody. 4. Unite the melody. 5. End the melody with a cadence	3. Balance. 4. Contrast. 5. Unity. 6. Cadence	2. Explain balance, contrast, unity and cadence.	
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Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
Elementally Harmony.	The Learner should be able to; 1. Add Alto, Tenor and Bass to a given soprano. 2. Use correct chord	1. Chord progression. 2. Chords I, II, IV, V and VI 3. Root position chords 4. First inversion.	1. Discuss Voice leading principle. 2. Question and answer on harmony 3. Display harmonized work.	5 Music scores 6 Charts 7 Chalk board 8 Music manuscript papers.

	<p>progression .</p> <p>3. Use Chords I, II, IV, V and VI only.</p> <p>4. Use root position chords and a few first inversions.</p> <p>5. Avoid parallel 5th, 8th and unisons. (Voice leading principles)</p> <p>6. Avoid overlapping voices.</p> <p>7. Avoid doubling the 3rd.</p> <p>8. Use the right voice range.</p>	<p>5.Parallel 5th, 8th and unisons. (Voice leading principles)</p> <p>6. Overlapping voices.</p> <p>7. Doubling.</p> <p>8. Voice range.</p>	<p>4. Explain overlaps, voice range, doubling and consecutive parallel 5th, 8th and unison.</p>	
Set Art Music.	The learner should be able to study and analyze the	The Western set work.	1. Discuss the set work. in relation to the set	<ul style="list-style-type: none"> • Chalk board • Charts • Music scores.





	Western set work following already learnt parameters.		parameters . 2. Observe the form, scale, and melody.	
Sub topic	Specific Objectives.	Content	Suggested Teaching and learning strategies	Instructional materials
Analysis of African music recordings	The learner should be able to study and analyse the set African music recordings following already set parameters . (see <i>Evaluation mode</i>)	. A recording of five traditional folk songs.	1. Discuss African folk music recording in relation to the set parameters. 2. Brain storm the progression of the recording.	<ul style="list-style-type: none"> • Chalk board • Charts. • CD/tape . • Radio.
African general music	. The learner should	All the general information	1. Brain storm the characteristic	<ul style="list-style-type: none"> • Chalk board • Charts





<p>knowledge .</p>	<p>have theoretical knowledge of a) African Instrument s b) Folk dance. c) Folk song. Following already set parameters . (see <i>evaluation mode</i>)</p>	<p>about African instruments , dances and folk song.</p>	<p>s of African songs and dances. 2. Discuss the classes and importance of African music instruments and costumes. 3. Demonstrate and illustrate African music instruments.</p>	<p>•</p>
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TOPIC 3: AURAL WORK.

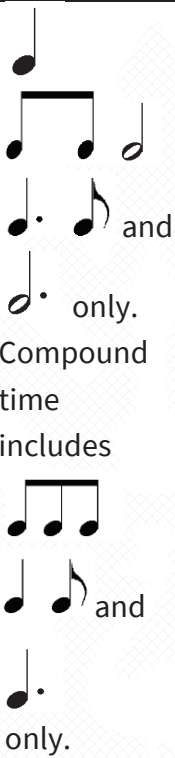

DURATION: 9 PERIODS.

General objective: Learners should be able to listen, internalize and recall sounds with increasing aural memory.

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
Repetitive drum pattern	<p>The learner should be able to:</p> <ol style="list-style-type: none"> Write a dictated repetitive drum pattern on a monotone. Use a repeat sign $\parallel : : \parallel$ 	<p>1.To a length of 8 crochet beats.</p> <p>2.Covers only the following simple time rhythm groups.</p>    <p>and</p>  <p>Only.</p>	<ol style="list-style-type: none"> Observe the played rhythms. Discuss the rhythms. Display written rhythm patterns. 	<ul style="list-style-type: none"> Charts. Chalk board. Drum. Radio Tape Compact disc

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
		3.The repeat sign 		
simple time rhythms played on piano: putting in bar lines and time signature.	1. Write simple time rhythm played on a piano. 2. Determine and write time signature and then put bar lines to the played rhythm pattern.	1.  and only. 2. Time signature. 3. Bar lines. 4. Note more than 16 crochet beats. (Not more than 8 crotchet beats)	1.Observe the played rhythms. 2. Discuss time signature and bar lines. 3. Display written rhythm patterns.	<ul style="list-style-type: none"> • Charts. • Chalk board. • Piano. • Radio • Tape • Compact disc.
Compound time.	Write 4 bars of 6 8 time	  Only.	1. Observe the played rhythms. 2.Display written	<ul style="list-style-type: none"> • Piano. • Radio • Tape • Compact disc.

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
	putting in bar lines and time signature. (on a monotone)		rhythm patterns	
Melody writing	<ol style="list-style-type: none"> 1. Notate the played melodies in simple and compound time. 2. Put bar lines to the played melody. 3. Write key signature not exceeding 3 sharps or flats. 	<ol style="list-style-type: none"> 1. Four bars of 3, 4, or 6 time or 8 bars of 2 time 4 4 8 . 4 2. The melody begins on the first beat of the bar. 3. Rhythm groups for simple time includes; 	<ol style="list-style-type: none"> 1. Observe the played melody. 2. Discuss notation procedures. 3. Display written melodies. 	<ul style="list-style-type: none"> • Charts. • Chalk board. • Drum/ for pace. • Radio • Tape • Compact disc

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
	4. Write the time signature.	 <p>Compound time includes</p>  <p>only.</p>		
Intervals	1. Identify name and write played intervals as minor, major or perfect.	1. Harmonic intervals; either Minor, Major or Perfect. 2. The tonic note “doh” to be sounded	1. Observe the played intervals. 2. Discuss names of intervals, by number and quality.	<ul style="list-style-type: none"> • Charts. • Chalk board. • Piano. • Radio • Tape • Compact disc.

Sub-topic	Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
		before the interval. 3. Interval is to be played twice.	3. Display written intervals.	
Cadences.	1. Identify name and write played cadences in the order they occur.	Cadences are Perfect, Imperfect, Interrupted and Plagal.	1. Observe the played cadences. 2. Discuss names of cadences and the order they occur in various melodic passages.	<ul style="list-style-type: none"> • Piano. • Radio • Tape • Compact disc.





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