

## APPENDIX I

### MUSIC CURRICULUM MODULES FOR NIGERIAN PRIMARY SCHOOLS (YEAR ONE – SIX)

The six volumes of Primary School Curriculum modules, which was prepared under the auspices of the *National Policy on Education*, National Primary Education Commission (“n.d”) consist of English Language, Mathematics, Science, Social Studies, Cultural Arts, Christian Religious Knowledge, Islamic Studies and Home Economics. Music is under the cultural arts.

In the original document (primary school curriculum modules), the content or subject mater of music, dance/drama and fine arts are all mixed and presented under the cultural arts. In other words, there are no specifically written distinctions of those three core subjects.

It was necessary to rearrange the music subject to examine the contents closely and to have a more readable copy for music teachers and all others who need the music curriculum modules.

The music curriculum modules consist of three terms of each year of study. A module is structured into thematic units. The units are divided into topic areas (content or subject matter) and each topic area is structured in steps of content elements, objectives, learning activities, teaching aids/hints and assessment techniques.

- With the permission of State Primary Educational Board (SPEB), Anambra State, the music curriculum modules have been rearranged.

**MUSIC CURRICULUM MODULES  
YEAR ONE  
SECOND TERM**

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated in terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	♦ A/T	
<b>1</b>	Some songs, prayers and dances used during different occasions in the home.	1. The meaning of songs, prayers and dances. 2. Their usefulness in different ceremonies. 3. Description of activities in a particular ceremony by individual pupils. 4. Naming a particular ceremony e.g. naming ceremony. 5. Performing the chosen ceremony.	1. identify and explain what prayers, songs and dances are; 2. describe songs, prayers and dances associated with different ceremonies; 3. describe individually a particular ceremony; 4. sing the song & dance to the tune that go with the ceremony. 5. dramatize scenes in a particular ceremony.	1. say prayers, greetings used for different occasions; 2. identify a particular occasion; sing the song for the occasion; 3. describe the ceremony; 4. dance the steps associated with the ceremony; 5. stage and act a particular ceremony.	(A) 1. A picture showing people dancing, singing and praying. 2. Simple musical instruments. 3. Costumes.  (B) All materials and costumes used should be properly kept.	1 2 3 4 5	pr, ot sg on dn dm.	2 weeks

Note that there is no music module in First Term of Year ONE ♦ see A-28 for abbreviations of A/T

### THIRD TERM

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated in terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
<b>2</b>	Rhythmic Pattern in folk song	<ol style="list-style-type: none"> <li>1. The meaning of rhyme: sound alike e.g. bold, cold.</li> <li>2. The meaning of rhythm: the quality of happening at regular periods of time or pattern of this kind.</li> <li>3. Rhythmic patterns in folk songs and dances.</li> <li>4. Uses and importance of folk songs and dances in the home.</li> </ol>	<ol style="list-style-type: none"> <li>1. identify rhyme in their mother tongue and give an example;</li> <li>2. identify rhythm in a folk song or in drumming;</li> <li>3. sing a folk song;</li> <li>4. clap and beat time to the rhythm of the song;</li> <li>5. say when folk songs are sung at home and what they are used for;</li> <li>6. read a nursery rhyme.</li> </ol>	<ol style="list-style-type: none"> <li>1. give two words that rhyme.</li> <li>2. clap and beat time to a rhyme of a folk song;</li> <li>3. march to the rhyme of the song;</li> <li>4. sing a folk song;</li> <li>5. find out from their parents when folk song are sung and what they are used for, and report back to the class;</li> </ol>	<p>(A) Drums, clappers, bell(if any), recorded tape, and tape recorder.</p> <p>(B) 1. Invite a resource person to help when necessary. 2. Lead pupils to self realization at every point in their activities.</p>	<ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> <li>5</li> <li>6</li> <li>7</li> </ol>	<ol style="list-style-type: none"> <li>re</li> <li>rh</li> <li>rh</li> <li>sg</li> <li>in,on</li> <li>rd</li> <li>cr</li> </ol>	2 weeks

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated in terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints(B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
		5. Rhythmic patterns in lullabies. 6. Rhythmic patterns in game songs and cradle songs.		6. learn to read a nursery rhyme: memorize and recite it: 7. improvise and play musical instruments.				
3	Rhythmic Patterns in Lullabies or Cradle Songs.	1. What lullabies are. 2. Examples of local lullabies or folk songs. 3. Differences between lullabies and folk songs.	1. explain what a lullaby is; 2. sing one as an example; 3. clap and beat time to the rhythm of the lullaby; 4. say when lullabies are sung at home and what they used for.	1. discuss lullabies; 2. sing a lullaby; 3. learn lullaby from others; 4. clap and beat time to each of the songs; 5. compare the beats etc. to those of the folk song; 6. improvise & play some musical instruments.	(A) Drums, clappers, bell, recorded tape, & tape recorder. (B) 1. Lead pupils in their activities where possible. 2. Let other pupils lead where possible or invite a resources person to help. (see (B)2 of column (f) in Module 12).	1 2 3 4 5 6	cd sg m & sg rh cp cr	1 week

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						ACT	A/T	
4	Rhythmic patterns in games, songs, art and design.	As in Module 3	As in Module 3	As in Module 3	As in Module 3	As in Module 3	As in Module 3	1 week
5	Rhythmic patterns in war songs or marching songs.	As in Module 3	As in Module 3	As in Module 3	As in Module 3	As in Module 3	As in Module 3	1 week

**MUSIC CURRICULUM MODULES  
YEAR TWO**

**FIRST TERM**

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated in terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
<b>1</b>	Music in the village square etc.	1. Songs and drumming in the village square or town hall. 2. Melody of any special event. 3. Musical instrument used & rhythm observed from the festival.	1. Reproduce the song or music of any special festival, entertainment etc from the square; 2. Reproduce the song or music, emphasizing melody and rhythm taken from the festival. 3. Make improvised musical instruments to be used in some of the events.	1. Practice re-producing the song or music of any special festival, entertainment etc. from the square; 2. Repeat and emphasize melody and rhythm of the song or music taken from the festival; 3. Make improvised musical instruments to be used in some of the events.	(A) 1. Drums, bell, gong and other musical instruments. 2. Materials for improvising musical instruments etc. (B) Let individuals sing songs to be accompanied by drums or other musical instruments by others in the group.	1 2 3	sg, pmu sg, rh cr,pw	2 weeks

## SECOND TERM

Module [a]	Content or subject mater [b]	Content elements (break-down cotent into separate unit) [c]	Objectives(stated in terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT.	A/T	
<b>2</b>	Practicing scenes and activities from the village square or public square (Music)	<ol style="list-style-type: none"> <li>1. Music from special scenes and activities from the village square or public square.</li> <li>2. Music from specific local festivals to be chosen by pupils.</li> <li>3. Music from local entertainment.</li> </ol>	Demonstrate Greater mastery in the use of: (a) melody and rhythm in singing, and (b) accompaniment of songs with other percussion instruments such as drum, gong or bell, cymbal, bottle, tom-tom etc.	<ol style="list-style-type: none"> <li>1. Hold class discussion to fully understand the music referred to in the festival or ceremony;</li> <li>2. Listen to the recording or repetition of the song.</li> <li>3. Identify the musical instruments used;</li> <li>4. Practice the use of the musical instruments &amp; clapping to the music.</li> </ol>	(A) <ol style="list-style-type: none"> <li>1. Recorded songs.</li> <li>2. Musical instruments (percussion).</li> </ol> (B) Make pupils pay particular attention to the instruments as well as the pitch, rhythm & melody of the music produced,	<ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> <li>5</li> </ol>	cd, sg, id pw pmu, rh	2 weeks

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints(B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
3	Review of first and second term's work to encourage the acquisition and mastery of further skills in drawing, music, drama and modeling.					1	dp, pmu dm,md	2 weeks



### THIRD TERM

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints(B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
5	Re-creation of a festival or local entertainment (Music)	<ol style="list-style-type: none"> <li>1. Creating songs by pupils from known tunes or completely new ones as chosen in the last module.</li> <li>2. Reciting words of the songs and learning the tunes.</li> <li>3. Accompanying the song with musical instruments (drums, clappers etc).</li> <li>4. Practicing to attain a required standard.</li> </ol>	<ol style="list-style-type: none"> <li>1. Choose local tunes and put in their own words;</li> <li>2. Recite the words of some local songs and choose new tunes for the words.</li> <li>3. Accompany the new songs in Nos. 1 and 2 above with Instruments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice the tunes of chosen local songs;</li> <li>2. Put in their own words to change them to their own;</li> <li>3. Recite the words of another chosen local song; choose a new tune for it, to make it their own.</li> <li>4. Accompany the new song in No. 3 above with musical instruments.</li> </ol>	(A) 1. Tapes and tape recorder. 2. Musical instruments (drum, gongs etc). 3. Materials for improvising same. (B) 1. Get pupils to improvise as many of the materials as possible. 2. Give room for continuous appraisal of pupils in the course of practicing & performing and at the end of every activity	<ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> </ol>	sg com,cd m & r pmu	2 weeks

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						ACT	A/T	
6	Performing festival or local entertainment by the class.	1. Choosing the characters. 2. Dancing to the music of the festival.	Perform the Festival flawlessly With the music, the dance and other activities synchronized.	1. Hold many practicing sessions in singing, playing musical instruments, dancing etc. under teacher's supervision before performance; 2. Each pupil to take his rightful place before performance starts and every pupil to play his own part.	(A) 1. Drums, gong, props and tape recorder. 2. Other improvised musical instruments.  (B) Guide, supervise And encourage pupils to make a success of the performance.	1  2	sg, dn  ss	2 weeks

**MUSIC CURRICULUM MODULES  
YEAR THREE  
FIRST TERM**

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints(B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
1	Music in the community	1. Musical activities related to the landmarks in the community. 2. Making a list of musical instruments used. 3. Improvisation of some of the musical instruments.	1. Sing songs related to some of the landmarks; 2. Accompany such songs with percussions, drums, gong, clappers, etc., emphasizing rhythm and melody.	1. Practice landmark songs with emphasis on melody and rhythm; 2. Practice accompanying songs with percussion.	(A) Tape recorder and musical instruments.  (B) Give pupils the opportunity for self-expression without interference.	1 2	sg,rh rh, pmu	2 weeks

## SECOND TERM

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints(B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
<b>2</b>	Music about people in the community.	<ol style="list-style-type: none"> <li>1. Singing songs about the people and occupations of some people in the community.</li> <li>2. Imitating the musician's songs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing songs about the occupation of the people in the environment;</li> <li>2. Imitate the songs of the local musician in the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learn songs related to the occupation or personality of their choice;</li> <li>2. Sing the songs of the local musician;</li> <li>3. Practice these constantly, paying attention to the melody and rhythm.</li> </ol>	(A) <ol style="list-style-type: none"> <li>1. Recorded tapes and tape recorder.</li> <li>2. Musical instruments related to the roles of the people chosen.</li> </ol> (B) Lead pupils to identify different types of music and songs used by the people chosen in terms of their roles and occupations.	<ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> </ol>	sg, ch sg sg,rh	2 weeks
<b>3</b>	Review of First and Second Terms' work.							2 weeks

### THIRD TERM

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints(B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
<b>4</b>	Music of the festival of the community.	1. Songs associated with the festival. 2. Musical instruments used in the festival. 3. Percussions with songs of the festival.	1. Mention some of the songs of the festival; 2. Sing the songs well; 3. Play musical instruments along with the songs, playing particular attention to the melody, rhythm & expression; 4. Dance to the music.	1. Name & discuss the songs of the festival; 2. Practice singing the songs; 3. Practice accompanying the song with appropriate percussions; 4. Produce the music, as was done during the festival; 5. Dance to the music of the festival.	(A) 1. Straws, bamboo sticks, drums, gong, etc. 2. Recorded tapes and tape re-recorder.  (B) 1. Play the recorded music to assist pupils in their practice. 2. Encourage self-appraisal of effort.	1 2 3 4 5	cd,en sg pmu sg dn	2 weeks
<b>5</b>	Review of the Year's work.							2 weeks

**MUSIC CURRICULUM MODULES  
YEAR FOUR  
FIRST TERM**

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints(B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
<b>1</b>	Songs and music about nature in the environment.	Songs reflecting the atmosphere or mood of the environment chosen e.g. (a) children at the park; (b) women rejoicing with their naighbours; (c) people lamenting the dead.	Identify the artistic importance of pitch, melodic contour (the rise and fall of tune) rhythmic structure and expression in the songs and music of the environment.	<ol style="list-style-type: none"> <li>1. Name and identify the tunes of common native songs in the environment;</li> <li>2. Discuss these in the class;</li> <li>3. Sing or practice singing.</li> <li>4. Identify the mood, atmosphere and places of interest associated with each bird;</li> <li>5. Learn new ones;</li> <li>6. Hold a-sing-song to reflect the atmosphere and of a chosen environment.</li> </ol>	<p>(A) Recorded tapes, cassette tape recorder, musical instruments, costumes and props etc.</p> <p>(B) Let pupils act experiences on the given situation while singing these songs.</p>	1 2 3 4 5 6	en,rep cd sg id sg sg	2 weeks

## SECOND TERM

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
<b>2</b>	Song and dances of the seasons.	Songs, sounds, music and dances dealing with the seasons.	Produce songs, music and dances dealing with the seasons. Pay attention to pitch, melodic patterns, forms and expressions in the sounds and songs.	<ol style="list-style-type: none"> <li>1. Listen to the music &amp; songs about the seasons introduced by the teacher and reproduce some;</li> <li>2. Hold class discussion with the teacher on pitch, level, melodic contour, patterns, forms and expressions involved in the songs and music;</li> </ol>	(A) Musical instruments, tape recorder, recorded music, songs and costumes.	1 2 3 4 5	sg, id,cd, rec sg, pmu tg dn	2 weeks

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
				3. Practice the songs and music to perfection; 4. Listen to recorded music and play matching games with them; 5. Dance to the music.	(B) Prepare for and direct pupils' activities in column			



### THIRD TERM

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
<b>3</b>	Singing about legendary figures.	1. Relating the story about the chosen legendary figure.  2. Singing songs that relate to the life of such a figure.	1. Sing songs involving chosen legendary figures; 2. Make tropical music and perform dances associated with the given figure; 3. Compose songs and music using melody, rhythm, form and expressions that highlight the episode in the story.	1. Listen to songs, music and tape recordings of music introduced by the teacher. Learn the Words; 2. Learn the tune of music till perfect; 3. Compose songs music, melody, rhythm, form & expressions for the occasions with the teacher's help.	(A) Musical instruments, tape recorder.  (B) Pupils should reproduce songs and music accordingly and accurately.	1 2 3	m&r sg com, pmu	2 weeks

**MUSIC CURRICULUM MODULES  
YEAR FIVE  
FIRST TERM**

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
1	Music in the lives of the chosen heroes.	Songs and music of various types associated with the lives of chosen national figures.	1. Show appreciation of the melody, rhythm, time value, form and expression in each song and music associated with life of the given national figure, by pointing to the particular aspect of each which appeals to them;	1. Listen to tapes and other recordings of the music referred to in column (d), and identify the artist;  2. Practice singing the songs;  3. Accompany such songs with the right percussions;	(A) Recorded songs and music, tape recorder, music blackboard, musical instruments.  (B) 1. Assist pupils to collect information from radio, television, library etc.,	1 2 3 4 5	cd,id sg pmu pmu, cr com, sg	2 weeks

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
			2. Re-create aspects of their lives by acting through music.	4. Reproduce the music, if possible, with improvised instruments; 5. Compose songs in praise or in commemoration of the chosen figures.	2. Direct and supervise pupils' activities in column (c).			

## SECOND TERM

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
<b>2</b>	Songs and music for national events.	1. National songs music and dances. 2. National Anthem. 3. Signature tune in broadcasting. 4. Festival songs and music. 5. Songs composed by children.	1. Show artistic skills in singing national songs and making music; 2. Sing and perform national songs, music and dances; 3. Compose simple melodies paying particular attention to tonal inflection, rhythmic patterns, time values & form;	1. Listen to tape recordings of national songs and music; 2. Listen to the correct rendition of the national anthem and songs composed by children elsewhere; 3. Practice singing these songs and making the music mentioned above;	(A) Tape recorder, tape recorded music and songs, musical instruments, music blackboard.  (B) Ensure that pupils master the right songs, music and dances, related to the events.	1 2 3 4 5 6	oq & a, cd  oq & a, cd sg, pmu  com dn ww (tonic solfa)	2 weeks

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
			4. Write simple melodies to lyrics composed.	4. Compose simple melodies as contained in column (c); 5. Dance to the national music; 6. Write simple melodies to lyrics composed.				

### THIRD TERM

Module [a]	Content or subject mater [b]	Content elements (break-down content into separate unit) [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' activities (that will lead to the achievement of the objectives) [e]	Teaching aid (A) Teaching hints (B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
3	Music for depicting national values and events.	Music for depicting leadership, patriotism and discipline.	<ol style="list-style-type: none"> <li>1. Incorporate various art forms, music and dances to promote a national event or value;</li> <li>2. Compose songs with musical accompaniment and dances that characterize leadership, patriotism and discipline.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to tape recordings of songs with musical accompaniment which characterize social acceptance of an individual as a leader;</li> <li>2. Practice such songs;</li> </ol>	<p>(A) Tape recorded music, musical instrument, costumes and props.</p> <p>(B) Provide the tapes, songs etc. mentioned in column (e) 1.</p>	<ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> <li>5</li> </ol>	<ol style="list-style-type: none"> <li>oq &amp; a</li> <li>sg</li> <li>pmu</li> <li>com</li> <li>sg</li> </ol>	2 weeks

Module	Content or Subject mater	Content elements (break-down content into separate unit)	Objectives (stated In terms of what every pupil should be able to do at the end of the module)	Pupils' activities (that will lead to the achievement of the objectives)	Teaching aid (A) Teaching hints(B)	Suggested Assessment Techniques [g]		Period
						ACT	A/T	
[a]	[b]	[c]	[d]	[e]	[f]			[h]
				3. Practice accompanying them with music; 4. Compose similar songs incorporating praises for good leadership, patriotism and discipline; 5. Sing such songs.				
<b>4</b>	Review of the Year's work.							1 week

**MUSIC CURRICULUM MODULES  
YEAR SIX  
FIRST TERM**

Module  [a]	Content or subject mater  [b]	Content elements (break-down content into separate unit)  [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module)  [d]	Pupils' activities (that will lead to the achievement of the objectives)  [e]	Teaching aid (A) Teaching hints (B)  [f]	Suggested Assessment Techniques [g]		Period  [h]
						ACT	A/T	
1	Music depicting historical event.	1. Some traditional music in the history of our country. 2. Music of other countries, e.g. folk songs, negro spirituals, sacred songs. 3. Music and dances on a given historical event.	1. Demonstrate artistic experience in relation to some important historical events of Nigeria and other lands through some traditional songs and music. 2. Demonstrate appreciation for the songs and music of other lands in connection with Nigerian historical events; 3. Master the rudiments in music reading – in staff and tonic sol-fa notation.	1. Listen to some traditional music connected to some historical events in Nigeria; 2. Listen to music form other countries that had impact on Nigeria's historical events; such as negro spirituals and other freedom songs. 3. Read music in staff and tonic sol-fa notation.	(A) Song books (eg. hymn and musical scores), recorders, music blackboard, tapes etc. (B) 1. Encourage pupils compose their songs, music and dances to reflect a given historical event. 2. Encourage practice writing staff and tonic sol-fa notation from the start.	1 2 3 4	Oq&a Oq&a sg, mpu sg m.rd	2 weeks



Module [a]	Content or Subject Mater [b]	Content Elements (break-down content into separate unit) [c]	Objectives(stated In terms of what every pupil should be able to do at the end of the module) [d]	Pupils' Activities (that will lead to the achievement of the objectives) [e]	Teaching Aid (A) Teaching Hints(B) [f]	Suggested Assessment Techniques [g]		Period [h]
						ACT	A/T	
			.	4. Sing these songs(3 above) and accompany them with musical instruments(available or improvised).	3. Introduce pupils to the skill of blocking and stage movement. 4. Introduce part singing – treble, alto, tenor, bass.			

## SECOND TERM

Module  [a]	Content or subject mater  [b]	Content elements (break-down content into separate unit)  [c]	Objectives (stated In terms of what every pupil should be able to do at the end of the module)  [d]	Pupils' activities (that will lead to the achievement of the objectives)  [e]	Teaching aid (A) Teaching hints (B)  [f]	Suggested Assessment Techniques [g]		Period  [h]
						ACT	A/T	
2	Songs and music	1. Songs, anthems and music of member countries of the organizations. 2. Further drill in music reading. 3. Singing the national anthems of chosen countries.	1. Show creative experience in relation to given organization in terms of picturization: song; music reading; 2. Demonstrate greater skill in music reading; 3. Identify and sing the national anthem of these countries.	1. Listen to music of some other countries in these organizations. These include the anthems, lyrics and songs from these countries; 2. Sing our national anthem in parts; 3. Have further drill in music reading; 4. Identify and sing the national anthem of two of some of these countries.	(A) Music blackboard, Tape recorder, re-Corded music, and musical instruments. (B) Give pupils more practice to improve their skills in reading staff and tonic sol-fa notation.	1 2 3 4	oq & a, sg m.rd id,sg	4 weeks

### THIRD TERM

Module  [a]	Content or subject mater  [b]	Content elements (break-down content into separate unit)  [c]	Objectives (stated in terms of what every pupil should be able to do at the end of the module)  [d]	Pupils' activities (that will lead to the achievement of the objectives)  [e]	Teaching aid (A) Teaching hints (B)  [f]	Suggested Assessment Techniques [g]		Period  [h]
						ACT	A/T	
3	Project: an international event	Project to involve the art of storytelling, playmaking drawing, painting and designing, composing songs, singing songs with musical accompaniments, Three dimensional works etc.	1. Clear and display artistic projects which help to reinforce previous learning experiences; 2. Demonstrate confidence in performing works of art in all forms.	1. Read the given material and study pictures to guide them in their choice of project and help give background information; 2. list with the teacher's aid possible projects to be undertaken;	(A) 1. Let pupils choose leaders for each group. 2. Let pupils make their own choice of project. 3. Give every group advice and backstage support in planning and executing the project.	1 2	rd, p, rd en	5 weeks

**LIST OF ABBREVIATIONS OF SUGGESTED ASSESSMENT TECHNIQUES WITH THEIR MEANINGS**

ABBR.	MEANINGS	ABBR.	MEANINGS
cd	Class discussion: Assess pupils contribution, i.e. does a pupil contribute willingly, regularly and sensibly?	in/re	Inquiry or research: Assess pupils' performances in making inquiry from parents, teachers, resource persons etc.
ch	Choice: Assess pupils' performances in making the right choice of words, objects, process, person etc.	md	Modeling: evaluate pupils' performances in modeling.
com	Composition: Find out and assess pupils' ability to compose (or form) something, e.g. songs, lyrics, essays orally or in writing.	m & r	Memorization & recitation: Evaluate pupils' ability to memorize and their performances in recitation.
cp	Comparison: Assess pupils' performances in comparing objects, persons etc.	m.rd	Music reading: Assess pupils' performances in music reading, e.g. staff and tonic sol-fa.
cr	Creativity: Assess pupils' performances in producing new ideas, new objects etc.	m&sg	Memorization & singing: Evaluate pupils' ability to memorize and their performances in singing with the words memorized.
dm	Dramatization: Judge pupils' abilities in play acting, way of presenting something.	on	Oral narration: Assess pupils' ability or performances (fluency) in telling a story or relating events.
dn	Dancing: Assess pupils' performances in dancing, movement of body, steps or choreography.	oq&a	Oral question & answers: Assess pupils through oral questions and answers.
en	Enumeration: Assess pupils' performance in listening or enumerating objects, steps in process etc.	ot	Oral test: Assess pupils' performances in oral test.
id	Identification: Assess pupils' performance in identifying of musical instruments which they use.	pmu	Playing musical instrument: Assess pupils' performances on playing musical instruments.

pr	Project: Assess members of the group in the performance of a project.	rh	Rhythm: Assess pupils' performances in rhythm, (beating time, clapping, moving the body to rhythm or in speech).
pw	Practical work: Assess pupils' performances in practical work based on the activity.	sg	Singing: Assess pupils' performances in singing, sound, pitch etc.
re	Recall: Assess pupils' performances in the recall of knowledge etc.	ss	Social skills: Test pupils' performances in social skills and adroitness (e.g. greeting elders in the traditional way).
rec	Recognition: Evaluate pupil's performances in the recognition of objects, words etc. referred to.	tg	Team game: Assess members of the team on performances in team games.
rep	Reproduction: Assess pupils' performances in reproduction (of sounds, words, sentences, pictures etc.)	ww	Written work: Assess pupils' performances in the written work on the topic.