



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

SECONDARY SYLLABUS  
VOLUME IV



KENYA INSTITUTE OF EDUCATION 2012



REPUBLIC OF KENYA

MINISTRY OF EDUCATION  
SCIENCE AND TECHNOLOGY

SECONDARY EDUCATION SYLLABUS

VOLUME FOUR

SUBJECTS:

ART & DESIGN, COMPUTER STUDIES AND MUSIC



KENYA INSTITUTE OF EDUCATION

SEPTEMBER 2002

First published 2002

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ISBN – 9966-31- 576-4

Published and printed by Kenya Institute of Education

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## **Introduction**

This new secondary syllabus replaces the original 8-4-4 education syllabus which was first introduced in 1986 and revised in 1992. It is available in four volumes.

Volume one contains English, Kiswahili, Arabic, French, German and Physical Education. Volume two contains Mathematics, physics, Chemistry, Biology, Agriculture and Home Science. Volume three contains History and Government, Geography, Business Studies, Christian Religious Education, Islamic Religious Education and Hindu Religious Education. Volume four contains Art & Design, Computer Studies and Music.

In each syllabus the objectives have been more clearly defined and the content spelt out more specifically to give better guidance to the users.

The issue of overload in the secondary curriculum has been addressed by a reduction in the number of subjects and content in the different subject areas. The organization of the syllabuses has been done in such a way that better mastery of the knowledge, skills and attitudes required at the end of the secondary cycle is ensured.

The reorganization has also tried to ensure that the cost of education on the part of both the government and households will be significantly reduced. Careful consideration has been given to the resources required to implement this curriculum in order to make the cost manageable. Most of the resources can either be improvised, obtained locally or acquired at fairly low cost.

A special feature of the revised curriculum is the deliberate attempt to respond to the contemporary needs of society. This has been done by the inclusion of such emerging issues as health, environmental and civic education, gender and the anticipated industrial transformation of the nation.

In this rationalization most of the Technical and Industrial subjects have been moved to training institutions. Essential competencies earlier acquired through the Business Education subjects will be taught in the new integrated Business Studies subject.

The teaching of English and Kiswahili will remain integrated. The revised syllabuses have clearly defined the integrated approach to make the teaching of the languages more effective

**NAOMY W. WANGAI**  
**Director of Education**

## **National Goals of Education**

**Education in Kenya Should:**

### **1. Foster nationalism, patriotism and promote national unity**

Kenya's people belong to different ethnic groups, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of the nation.

### **2. Promote the social, economic, technological and industrial needs for national development**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

#### a) Social Needs

Education in Kenya must prepare children for the changes in attitudes and relationships which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth adapt to this change.

#### b) Economic Needs

Education in Kenya should produce citizens with skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of adequate domestic manpower.

#### c) Technological and Industrial Needs

Education in Kenya should provide the learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place especially in the developed world. We can only be part of this development if our education system deliberately focused on knowledge, skills and attitudes that will prepare the youth for these changing global trends.

### **3. Promote individual development and self-fulfillment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is character building.

#### **4. Promote sound moral and religious values**

Education should provide for the development of knowledge skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

#### **5. Promote social equality and responsibility**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal education opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

#### **6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. The children should be able to blend the best of traditional values with the change requirements that must follow rapid development in order to build a stable and modern society.

#### **7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

#### **8. Promote positive attitudes towards good health and environmental protection**

Education should inculcate in the youth the value for good health in order to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth to appreciate the need for healthy environment.

### **Objectives of Secondary Education**

Secondary Education should provide the learner with opportunities to:

1. acquire necessary knowledge, skills and attitudes for the development of the self and the nation
2. promote love for and loyalty to the nation
3. promote harmonious co-existence among the peoples of Kenya.
4. develop mentally, socially, morally, physically and spiritually.
5. enhance understanding and respect for own and other people's culture cultures and their place in contemporary society.
6. enhance understanding and appreciation of inter-relationships among nations
7. promote positive environmental and health practices
8. build a firm foundation for further education and training
9. develop ability for enquiry, critical thinking and rational judgement
10. develop into a responsible and socially well adjusted person.
11. promote acceptance of and respect for all persons
12. enhance enjoyment in learning
13. identify individual talents and develop them.
14. build a foundation for technological and industrial development
15. development into a self-disciplined individual who appreciate work and manages time properly.

ART AND DESIGN

## **Introduction**

Art is the human ability to creatively and skillfully make forms for aesthetic and utilitarian purposes. It is concerned with the development of visual perception and aesthetic experiences for the purpose of expressing ones ideas, experiences, emotions and feelings.

Design is a problem solving process that involves the planning, sketching and outlining of concepts to work from or to finish as complete works of utilitarian or aesthetic value.

Art and Design therefore promotes individual expression, imagination, sensitivity, conceptual thinking, power of observation, analytical ability and practical attributes. It is thus a means of origination, marking out and producing of a unified whole. It is desirable for every individual to possess some comprehensive knowledge in Art and Design.

The Art and Design activities covered in this syllabus both in theory and practice have been designed to enable the student gain the intended knowledge, skills attitudes and understanding of social, historical and environmental issues as they develop their individual talents.

The topical layout of the syllabus comprises of specific objectives and content. The teaching and learning resources and the methods of assessment have been suggested in appendices at the end of the syllabus. The content has been rationalized and reorganized for effective coverage in three lessons in forms one and two and four lessons in forms three and four. Some topical areas namely, macramé, leatherwork and tapestry have been offloaded to tertiary levels. Printmaking has been integrated into fabric decoration as a topic.

Emphasis has been placed in the development of the student's critical thinking, aesthetic appreciation, research and personal initiative subsequently promoting group work. In respect to this, learners are expected to present and display their work at the end of every topic. At the end of every year, with the intention of developing the ability to draw facts, analyze and interpret critically the powerful ideas that art communicates, learners should exhibit their work. Every topic has as much as possible, been able to incorporate exercises that address pertinent and other topical issues in society.

Art and Design forms a good base for every subject in the curriculum, complimenting literary, mathematical, scientific and factual oriented subject areas by awakening creative expression in the individual. Towards this end, this subject serves as a visual means of communication used in all these subjects and therefore instrumental in achieving good results in all academic fields.

Art and Design contributes immensely in all areas of the society specifically

- Social cultural
  - Economic
  - Political
  - Utilitarian
  - Communication
  - Personal expression
  - Philosophy
  - Catharsis
- There is a wide range of career opportunities in the field of Art and Design. Graduates of Art and Design can take up any following professions.
- Painting
  - Film/T.V video graphic designing
  - Photography
  - Landscaping
  - Basket making
  - Sculpting
  - Graphic designing
  - Interior designing
  - Architectural designing
  - Studio set designing
  - Art critiquing
  - Curio artistry
  - Toy making
  - Stage managing
  - Theatre designing
  - Illustrating
  - Cartoon making
  - Animation artistry
  - Forensic artistry
  - Puppeteering
  - Website designing
  - Advertising and marketing artistry
  - Jewellery designing
  - Hotel/kitchen artistry
  - Product designing
  - Make up artistry
  - Art teaching

## General Objectives

By the end of the course the learner should be able to:

- produce artworks for aesthetic and utilitarian function through creative exploration of the principles and elements of Art and Design.
- express their emotions, feelings, ideas and experiences to communicate through works of Art and Design.
- explore the physical environment as a source of inspiration, ideas and materials to produce works of art.
- acquire good craftsmanship as they develop a systematic approach in solving Art and Design problems and tasks.
- integrate acquired skills, concepts and attitudes to enrich their understanding of and performance in other fields of study and activities.
- exchange ideas and skills through group activities within the school, local communities and other institutions at national and international levels.
- apply contemporary technology in solving Art and Design problems.
- apply the acquired knowledge and attitudes for self-reliance in the world of work.
- appreciate their own and other peoples' artistic and cultural heritage.

This subject strongly interlocks within the political, economic and social cultural fabric of the Nation.

	<b>Form One</b>	<b>2.1.0</b>	<b>Content</b>	<b>3.2.0</b>	<b>Content</b>
<b>1.00</b>	<b>INTRODUCTION TO ART AND DESIGN (Time: 2 Lessons)</b>	<b>2.2.1</b>	Elements of Art and Design	<b>3.2.1</b>	Materials and tools
<b>1.10</b>	<b>Specific Objects</b> By the end of the topic, the learner should be able to:		<ul style="list-style-type: none"> <li>- line</li> <li>- shape</li> <li>- value</li> <li>- texture</li> <li>- colour</li> <li>- space</li> <li>- mass</li> <li>- solids</li> <li>- voids</li> </ul>	<b>3.2.2</b>	Drawing pictorial compositions from imagination
	a. define Art and Design				- natural forms
	b. state and explain the importance of Art and Design to individuals				- man made forms and structures
	c. state and explain the importance of Art and Design in society.				
	d. discuss the relationship between Creative Arts and Art and Design.				
	e. relate Art and Design to various career opportunities.				
<b>1.2.0</b>	<b>Content</b>			<b>3.2.3</b>	Presentation and Display
	1.2.1 Definition of Art and Design				<ul style="list-style-type: none"> <li>- Trimming</li> <li>- Mounting</li> <li>- Finishing</li> <li>- Framing</li> <li>- Display</li> </ul>
	1.2.2 Importance of Art and Design to the:			<b>3.2.4</b>	Critique
	<ul style="list-style-type: none"> <li>- the individual</li> <li>- the society</li> </ul>				<ul style="list-style-type: none"> <li>- Observation</li> <li>- Appreciation</li> <li>- Critique/comments</li> <li>- Discussion</li> <li>- Assessment</li> </ul>
	Review of Creative Arts			<b>3.2.5</b>	Folder making
	Art and Design as a basis for various careers				<ul style="list-style-type: none"> <li>- Envelope folder</li> <li>- Storage of the work</li> </ul>
	<b>3.0.0</b>	<b>DRAWING</b> (Time: 15 Lessons)		<b>4.0.0</b>	<b>PAINTING</b> (Time: 18 lessons)
	<b>3.1.0</b>	<b>Specific Objectives</b> By end of the topic, the learner should be able to:		<b>4.1.0</b>	Specific Objectives By the end of topic, the learner should be able to:
	a) identify and use appropriate materials and tools in drawing simple pictorial compositions.			a)	appreciate the role of painting in Kenya
	b) observe, analyze and draw simple natural and man-made forms and structures to create different impressions on a variety of surfaces.			b)	elements and principle of art and design in painting 2 dimensional works.
	c) use skills of presentation and display to enhance the final appearance of the drawings.			c)	analyse and appreciate the behaviour of different colours
	d) make an envelope folder for the finished work.			d)	identify and describe the use of a variety of materials and tools for painting on different surfaces
<b>2.0.0</b>	<b>ELEMENTS AND PRINCIPLES OF ART AND DESIGN</b> (Time: 4 lessons)			<b>4.2.4</b>	Materials and tools for painting
<b>2.1.0</b>	<b>Specific Objectives</b> By the end of the topic, the learner should be able to:				<ul style="list-style-type: none"> <li>- Media</li> <li>- surfaces</li> <li>- tools</li> <li>- Techniques</li> <li>- Washes</li> <li>- Dabbing</li> <li>- Dry brush</li> </ul>
	a) identify and describe the elements and principles of Art and Design			<b>4.2.5</b>	Behaviour/ properties of colour
	b) discuss the role of the elements and principles of Art and Design in 2Dimensional and 3 Dimensional works				<ul style="list-style-type: none"> <li>- Hue</li> <li>- Value, tone</li> <li>- Intensity</li> </ul>

4.2.7	Exercises in	g) analyze and appreciate the structure of calligraphic letterforms. h) apply skills, materials and tools to write numerals, letters, words and statements in calligraphy i) employ the skills of presentation to enhance the final appearance of the graphic work.	5.2.5	Exercises on short calligraphic messages to create awareness on contemporary and current issues such as the plight of street children, drug and substance of abuse among the youth etc.	5.2.6	Presentation and Display	h) Use materials, tools and processes skillfully to make ornaments and jewellery i) Appreciate the use of ornaments and jewellery in our cultural and contemporary society j) use skills of presentation to enhance the final appearance of the ornaments and jewellery
4.2.8	Exercises in painting pictorial compositions form observation memory and imagination on effects of child rights, deforestation and HIV & AIDS on the family.	5.2.0	Content	5.2.7	Critique	6.20 Content	
4.2.9	Presentation and Display	5.2.1	Definition and concept	6.2.1	Concept of ornaments and jewellery		
	- Trimming - Mounting - Framing - Display	- concept - definition - role in Art and Design	- Observation - Appreciation - Critique/comments - Discussion - Assessment	- Definition - Description - Materials, tools and equipment			
4.2.10	Critique	5.2.2	TYPOGRAPHY	6.2.2	Sourcing of designs		
	- Observation - Appreciation - Critique/comments - Discussion - Assessment	- anatomy of letter forms • serifs • sans serifs - letter construction ■ 2 Dimensional (2D) ■ 3 Dimensional (3D) ■ Word construction ■ Statements	- Organic - Inorganic - Abstract	- bead work - bone work - leather work - metal work - paper mache - wood work			
		5.2.3	Characteristics of letter forms	6.2.4	Processes in the making of ornaments and jewellery		
			- Size - Colour - Weight - Condensed - Distorted - Expanded	- bead work - painting - burning - incising			
		5.2.4	Calligraphy	6.2.5	Techniques of decoration		
			- Concept - definition - Calligraphic pens	- bead work - paper mache - wood work			
		5.1.0	Specific objectives	6.2.6	Exercise in making jewellery and ornaments from existing forms		
			By the end of the topic, the learner should be able to:	6.2.7	Presentation and Display		
			a) define the term Graphic Design b) state the role of Graphic Design in Art and Design c) identify and explain the structure and characteristics of different types of letter forms in relation to space.	- Finishing - Mounting			
			d) apply skills, materials and tools in the construction of letter forms. e) apply skills, material and tools in designing and composing statements. f) define the term calligraphy and state its role in Graphic Design				

<p><b>6.2.8 Critique</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Appreciation</li> <li>- Critique/comments/ discussion</li> <li>- Assessment</li> </ul>	<p><b>7.00 WEAVING</b> <b>(Time: 6 lessons)</b></p> <p><b>7.1.0 Specific Objectives</b> By the end of the topic, the learner should be able to:</p> <ol style="list-style-type: none"> <li>define the concept of weaving</li> <li>identify and describe the characteristics of plain and twill weaves</li> <li>identify materials/tools and equipment appropriate for plain and twill weaves.</li> <li>produce woven items using plain and/or twill weave on a loom.</li> <li>use the skills of presentation and display to enhance the appearance of their woven works</li> </ol>	<p><b>7.2.3 Material and tools</b></p> <ul style="list-style-type: none"> <li>- Yarn</li> <li>- Rigid heddle loom</li> <li>- Dowel loom</li> <li>- Frame loom</li> <li>- Shuttle</li> <li>- Serrated cardboard loom</li> <li>- Beater</li> <li>- Banana fibres</li> <li>- Sisal</li> </ul> <p><b>7.2.4 Make woven items using any of the looms by applying the techniques of weaving</b></p> <ul style="list-style-type: none"> <li>- Plain weave</li> <li>- Twill weave</li> </ul>	<p><b>7.2.5 Presentation and display</b></p> <ul style="list-style-type: none"> <li>- Trimming</li> <li>- Finishing</li> <li>- Display</li> </ul>	<p><b>7.2.6 Content</b></p> <p><b>7.2.1 Concepts of weaving</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Description</li> </ul> <p><b>7.2.2 Characteristics</b></p> <ul style="list-style-type: none"> <li>- Plain weave</li> </ul>	<p><b>8.0.0 DRAWING</b> <b>(Time 15 lessons)</b></p> <p><b>8.1.0 Specific Objectives</b> By the end of the topic, the learner should be able to:</p> <ol style="list-style-type: none"> <li>observe and record in details the structures of natural and man-made forms using the drawing skills and techniques acquired.</li> <li>define and discuss the term perspective.</li> <li>apply the principle of linear perspective in drawing forms and pictorial compositions</li> <li>use imagination and creativity in drawing pictorial compositions to incorporate the principle of perspective</li> <li>employ skills of presentation to enhance the final appearance of drawings done.</li> <li>make an expandable folder for storing the finished works.</li> </ol>	<p><b>8.2.3</b></p> <ul style="list-style-type: none"> <li>- Exercises in linear perspective</li> <li>- One point perspective</li> <li>- Two point perspective Views</li> <li>- Worms eye</li> <li>- Birds eye</li> <li>- Eye level</li> </ul> <p><b>8.2.4 Drawing pictorial compositions of mammade and natural forms by applying the principle of perspective</b></p> <p><b>8.2.5 Presentation and Display</b></p> <ul style="list-style-type: none"> <li>- Trimming</li> <li>- Mounting</li> <li>- Finishing</li> <li>- Display</li> </ul> <p><b>8.2.6 Folder Making</b></p> <ul style="list-style-type: none"> <li>- Expandable folder</li> <li>- Storage of the works</li> </ul>	<p><b>8.2.7 Critique</b></p> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Appreciation</li> <li>- Critique/comments</li> <li>- Discussion</li> <li>- Assessment</li> </ul> <p><b>9.0.0 PAINTING</b> <b>(Time 21 lessons)</b></p> <p><b>9.1.0 Specific Objectives</b> By the end of the topic, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Apply the skills of observation to record the structure of natural mammade and human forms</li> <li>Use the painting skills to acquire to paint natural man-made and human forms</li> <li>Apply the skills of presentation to enhance the final appearance of the paintings.</li> </ol>
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<b>9.2.0</b>	<b>Contents</b>		
9.2.1	Observing and recording details of the structures of - Natural forms - Man made forms - Human forms	d) appreciate the role of the elements and principles of graphic design in layout e) use skills of presentation to enhance the final appearance of the graphic work.	10.2.8 Critique - Observation - Appreciation - Critique/comment/discussion - Assessment
9.2.2	Painting detailed studies from observation		11.2.3 Materials, tools and processes
	- Natural forms		11.2.4 Exercises in producing pictorial compositions on national issues such as tree planting, pollution of the environment, sickness and disease through HIV & AIDS pandemic, effect of child labour.
	- Man-made forms		
	- Human figures		
9.2.3	Presentation and display		
	- Trimming		
	- Mounting		
	- Framing		
	- Display		
9.2.4	Critique		
	- Observation		10.2.0 Content (Time 6 lessons)
	- Appreciation		
	- Critique /comments/discussion		
	- Assessment		
10.0.0	<b>GRAPHIC DESIGN</b> (Time: 24 lessons)		
10.1.0	<b>Specific Objectives</b>		
	By the end of the topic, the learner should be able to:		
	a) define the terms layout, illustrations, book designs, book covers and posters and appreciate their role in graphic design		10.2.4 Designing and producing a poster on given topical issue such as poverty eradication, industrialization, prevention of HIV&AIDS scourge etc.
	b) use the elements and principles of graphic design to create illustrations, book designs, book covers and posters		10.2.5 Book Design - Definition - Layout
	c) apply the skills and knowledge learnt in producing a final artwork for a specific purpose.		10.2.6 Designing and producing a book cover with a specific title
9.2.0			10.2.7 Presentation and display - Mounting - Framing - Display
10.2.0			
10.2.1	Layout		11.2.1 Concept of collage - Definition - Description
10.2.2	Illustrations		11.2.2 Characteristics of collage - Texture - Multi-media - Superimposition - Combined with painting - 3 dimensional
10.2.3	Definitions Concept Types of illustrations - Textual - Pictorial - Pictorial with text		
10.2.4			
10.2.5			
10.2.6			
10.2.7			
11.0.0	<b>COLLAGE</b> (Time 6 lessons)		
11.1.0	<b>Specific Objectives</b>		
	By the end of the topic, the learner should be able to:		
	a) identify, and describe the concept and characteristics of collage.		11.2.5 Presentation and display finished montage works - Trimming - Mounting - Framing - Varnishing - Display
	b) explore and use the environment as a source of both inspiration and materials for making collage.		
	c) identify and select suitable materials in relation to texture for the chosen surface and subject matter.		11.2.6 Critique - Observation - Appreciation - Critique/comments/discussion - Assessment
12.0.0	<b>MONTAGE</b> (Time: 6 Lessons)		
12.1.0	<b>Specific Objectives</b>		
	By the end of the topic, the learner should be able to:		
	a) identify, and describe the concept and characteristics of montage		12.1.0 Specific Objectives By the end of the topic, the learner should be able to: a) identify, and describe the concept and characteristics of montage
	b) explore and use the environment as a source of inspiration and materials for making montage		b) apply the technique of collage making to skillfully produce pictorial compositions
	c) identify and select appropriate tools and materials for montage		c) use skills of presentation to enhance the appearance of the collage compositions.
	d) apply the technique of montage pictorial composition		d) apply the technique of montage pictorial composition
	e) use skills of presentation to enhance the appearance of the montage composition .		e) use skills of presentation to enhance the appearance of the montage composition .

<b>12.2.0 Content</b>	
12.2.1 Concept	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Description</li> <li>- Characteristics</li> <li>- Sticking pictures</li> <li>- Superimposition</li> <li>- Mono-media</li> <li>- 2Dimensional</li> </ul>
12.2.2 Materials, tools and process	<ul style="list-style-type: none"> <li>Exercises in producing pictorial composition on issues such as effects of child rights technology, desertification and other environmental issues.</li> </ul>
12.2.3 Materials, tools and equipment	<ul style="list-style-type: none"> <li>Presentation and display of finished montage works</li> </ul>
12.2.4 Exercises in producing pictorial composition on issues such as effects of child rights technology, desertification and other environmental issues.	<ul style="list-style-type: none"> <li>- Trimming</li> <li>- Mounting</li> <li>- Framing</li> <li>- Varnishing</li> <li>- Display</li> </ul>
12.2.5 Presentation and display of finished montage works	<ul style="list-style-type: none"> <li>- Batik</li> </ul>
12.2.6 Critique	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Appreciation</li> <li>- Critique/comments</li> <li>- Discussions</li> <li>- Assessment</li> </ul>
<b>13.0.0 FABRIC DECORATION (Time 12 lessons)</b>	
13.1.0 SPECIFIC Objectives	<p>By the end of the topic, the learner should able to:</p> <ul style="list-style-type: none"> <li>a) state and discuss the role of decorated fabrics.</li> <li>b) identify and select appropriate materials and tools used in fabric decoration.</li> <li>c) state the characteristics of resist method as a technique of decorating fabrics</li> <li>d) use the resist method of fabrics decoration to make</li> </ul>
13.2.0 Content	<ul style="list-style-type: none"> <li>Functions of decorated fabrics</li> <li>Aesthetics</li> <li>Economic</li> <li>Religious</li> <li>Ritual</li> <li>Socio-cultural</li> <li>Utilitarian</li> </ul>
13.2.1 Functions of decorated fabrics	<ul style="list-style-type: none"> <li>Materials tools and equipment</li> </ul>
13.2.2 Materials tools and equipment	<ul style="list-style-type: none"> <li>Techniques and processes</li> </ul>
13.2.3 Techniques and processes	<ul style="list-style-type: none"> <li>- Resist</li> <li>- Tie and dye</li> <li>- Batik</li> </ul>
13.2.4 Designing and producing fabrics with specific themes such as poverty eradication, environmental education, drug abuse awareness as well as for beauty.	
13.2.5 Presentation and display	<ul style="list-style-type: none"> <li>- Trimming</li> <li>- Ironing</li> <li>- Mounting</li> <li>- Hemming</li> <li>- Pleating</li> <li>- Finishing</li> <li>- Display</li> </ul>
<b>14.0.0 ORNAMENTS (Time 6 lessons)</b>	
14.1.0 Specific Objectives	<p>By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify and describe ornaments in relation in function and socio-cultural values.</li> <li>b) identify and describe the techniques of decorating ornaments.</li> <li>c) use materials and tools skillfully in making and decorating ornaments</li> <li>d) use skills of presentation to enhance the final appearance of the ornaments and jewellery.</li> </ul>
14.2.0 Content	
14.2.1 Functions of Ornaments	<ul style="list-style-type: none"> <li>Identification</li> <li>Socio-cultural</li> <li>Aesthetic</li> <li>Ritual/religious/ceremonial</li> </ul>
14.2.2 Materials and Tools	
14.2.3 Techniques of decoration	<ul style="list-style-type: none"> <li>- Painting</li> <li>- Printing</li> <li>- Carving</li> <li>- Stamping</li> <li>- Plaiting</li> <li>- Burning</li> </ul>
<b>16.2.0 Content</b>	
16.2.1 Twining and ghiordes knots	<ul style="list-style-type: none"> <li>Twinning</li> <li>- Description</li> <li>- Characteristics</li> </ul>
16.2.2 Ghiordes knots	<ul style="list-style-type: none"> <li>Ghiordes knots</li> <li>- Description</li> <li>- Characteristics</li> </ul>

<b>14.0.0 ORNAMENTS (Time 6 lessons)</b>	14.2.5 Presentation and Display
	<ul style="list-style-type: none"> <li>- Finish</li> <li>- Firing</li> <li>- Varnishing</li> <li>- Mounting</li> <li>- Display</li> </ul>
14.1.0 Specific Objectives	<p>By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify and describe ornaments in relation in function and socio-cultural values.</li> <li>b) identify and describe the techniques of decorating ornaments.</li> <li>c) use materials and tools skillfully in making and decorating ornaments</li> <li>d) use combination of techniques</li> <li>e) use skills of presentation to enhance the final appearance of the ornaments and jewellery.</li> </ul>
14.2.0 Content	
14.2.1 Functions of Ornaments	<ul style="list-style-type: none"> <li>Identification</li> <li>Socio-cultural</li> <li>Aesthetic</li> <li>Ritual/religious/ceremonial</li> </ul>
14.2.2 Materials and Tools	
14.2.3 Techniques of decoration	<ul style="list-style-type: none"> <li>- Painting</li> <li>- Printing</li> <li>- Carving</li> <li>- Stamping</li> <li>- Plaiting</li> <li>- Burning</li> </ul>
<b>16.2.0 Content</b>	
16.2.1 Twining and ghiordes knots	<ul style="list-style-type: none"> <li>Twinning</li> <li>- Description</li> <li>- Characteristics</li> </ul>
16.2.2 Ghiordes knots	<ul style="list-style-type: none"> <li>Ghiordes knots</li> <li>- Description</li> <li>- Characteristics</li> </ul>

15.2.2	Materials tools and equipment	15.2.5	Presentation and display
15.2.3	Techniques	15.2.5	- Neatening - Finishing - Display
	- Twining	15.2.6	Critique
	- Ghioðres knot		- Observation - Appreciation - Critique/comments - Discussion - Assessment
15.2.4	Production of a multi-coloured woven item using a combination of technique of twining and ghioðres knots.		
16.0.0	DRAWING (Time: 24 lessons)	16.2.4	Critique
16.1.0	Specific Objectives		- Observation - Appreciation - Critique/comments/ discussion - Assessment
	By the end of the topic, the learners should be able to:		
a)	observe, analyse, and record in detail the human figure and its proportions	16.2.5	Exhibition
b)	make sketches of moving and static human figures in a specified time limit		- Organization of space - Selection of exhibits - Display of 2D works
c)	use his/her imagination and creativity to produce pictorial compositions with human figures	17.0.0	PAINTING (Time: 28 Lessons)
d)	use skills of presentation and display to enhance the final appearance of the drawings.	17.1.0	Specific objectives
			By the end of the topic, the learner should be able to:
a)	explain the techniques of atmospheric perspective in creating depth in painting of sceneries.		a) explain the techniques of atmospheric perspective in creating depth in painting of sceneries.
b)	apply the technique of atmospheric perspective to make quick sketches of natural, man-made and human figures		b) apply the technique of atmospheric perspective to make quick sketches of natural, man-made and human figures
c)	develop skills of observation by recording in detail through drawing and painting natural, manmade and living forms human figures.		c) develop skills of observation by recording in detail through drawing and painting natural, manmade and living forms human figures.
d)	apply the elements of Art and Design to produce painted compositions on still life and sceneries from memory and imagination.		d) apply the elements of Art and Design to produce painted compositions on still life and sceneries from memory and imagination.
e)	use skills of presentation to enhance the final appearance of the paintings		e) use skills of presentation to enhance the final appearance of the paintings
16.2.0	Content		
16.2.1	Human Figure		
	- Proportions of the human figure		
	- Quick sketches of the human figure in motion		
	- Detailed studies of the human figure		
16.2.2	Drawings of imaginative pictorial composition with human figures on current issues such as ravages of HIV & AIDS pandemic, e.g. sick people, care of sick people, orphaned children		
16.2.3	Presentation and display		
	- Trimming		
	- Mounting		- Mat ▪ Window
			- Framing - Finishing - Display

<b>17.2.0</b>	<b>Contents</b>	17.2.8	Critique	18.2.8	Critique
17.2.1	Materials and tools	- Observation - Appreciation - Critique/comments/ discussion - Assessment	- Brief specification from the client - Research - Layout/composition - Presentation to the client	- Observation ■ appreciation ■ Critique/comments/ discussion ■ Assessment	
17.2.2	Atmospheric perspective	- Tonal variations of colours - Depth			
17.2.3	Painting quick sketches of				
	Natural forms				
	Man-made forms and				
	structures				
	Human figures				
17.2.4	Painting detailed Studies	- Man-made forms and structures - Natural forms - Human figures			
17.2.5	Painting compositions from				
	memory and imagination				
	Man-made forms and				
	structures				
	Natural forms				
	Sceneries				
	Landscapes				
	Townscapes				
	Landscapes				
	Seascapes				
	Living forms				
	Human				
	Insects				
	Animals				
17.2.6	Presentation and display				
	Trimming				
	Mounting	- Mat ■ Window			
	Framing	- Framing			
	Finishing	- Finishing			
17.2.7	Exhibition				
	Organizing of space				
	Selection of exhibits				
	Display of 2D works				
18.0.0	<b>GRAHIC DESIGN</b>	18.0.0	<b>GRAHIC DESIGN</b>	18.2.3	Designing and producing a given visual identification symbol using the systematic approach to problem solving in Graphic Design.
18.1.0	<b>Specific Objectives</b>	18.1.0	<b>Specific Objectives</b>	19.1.0	Specific Objectives By the end of topic, the learner should be able to:
	By the end of the topic, the learner should be able to:				
a)	identify and describe different visual and identification symbols	a)	properties of clay as a material for pottery	a)	a) identify and describe the two classes of clay and their characteristics
b)	state and describe the systematic approach in solving a given design problems	b)	identify and explain the two classes of clay and their characteristics	b)	b) identify and explain the two classes of clay and their characteristics
c)	apply the systematic approach in designing and producing a given identification symbol.	c)	prepare clay for pottery	c)	c) prepare clay for pottery
d)	state and describe the printing techniques used in Graphic Design.	d)	identify and describe the appropriate materials and tools for pottery	d)	d) identify and describe the appropriate materials and tools for pottery
e)	apply a specific technique to solve a given design problem using the systematic approach of problem solving in design.	e)	make containers and decorative forms using hand building techniques	e)	e) make containers and decorative forms using hand building techniques
f)	apply the skills of presentation and display to enhance the appearance of artworks.	f)	identify and skillfully use appropriate techniques in decorating greenware.	f)	f) identify and skillfully use appropriate techniques in decorating greenware.
18.2.0	<b>Content</b>	18.2.0	<b>Content</b>	18.2.4	Printing techniques - Relief printing - Intaglio printing - Planographic printing - Stencil printing - Computer aided printing
18.2.1	Identification symbols	18.2.1	Identification symbols	18.2.5	Applying a specific printing techniques to design a visual identification symbol using the problem solving approach to solve a given design problems
18.2.2	Brief specification from the client	18.2.2	Brief specification from the client	18.2.6	Presenting and display - Trimming - Mounting ■ Mat ■ Window ■ Framing finishing - Display - CD covers - cards - Visual symbols - Posters - Brochures
18.2.7	Exhibition	18.2.7	Exhibition	18.2.7	- Organization of space - Selection of exhibits - Display of 2D works

<b>19.2.0 Content</b>		<b>20.2.0 Content</b>	
19.2.1 Properties of clay <ul style="list-style-type: none"> <li>- Plasticity</li> <li>- Porosity</li> <li>- Vitrification</li> </ul>	19.2.9 Exercises on both the hand building and greenware decoration techniques	20.2.1 Concept <ul style="list-style-type: none"> <li>- Definition</li> <li>- description</li> </ul>	d) identify, select and use appropriate materials and tools to skillfully produce prints on fabric for a specific purpose.
19.2.2 Classification of clay <ul style="list-style-type: none"> <li>- Residual clay</li> <li>- Sedimentary clay</li> </ul>	19.2.10 Presentation and Display <ul style="list-style-type: none"> <li>- Varnishing</li> <li>- Finishing</li> <li>- Open earth</li> </ul>	20.2.2 Characteristics of Mosaic <ul style="list-style-type: none"> <li>- Mono-media</li> <li>- Colour</li> <li>- Tesserae</li> <li>- Interspaces</li> </ul>	e) apply precision skills of registration to produce prints on a fabric in more than one colour.
19.2.3 Preparation of clay <ul style="list-style-type: none"> <li>- Crushing</li> <li>- Slaking</li> <li>- Mixing</li> <li>- Sieving</li> <li>- Draining</li> <li>- Wedging</li> <li>- Storage</li> </ul>	19.2.11 Exhibition <ul style="list-style-type: none"> <li>- Observation</li> <li>- Appreciation</li> <li>- Critique/comments /discussion</li> <li>- Assessment</li> </ul>	20.2.3 Materials, tools and processes in producing pictorial compositions on topical issues such as domestic violence, drug abuse aspects of HIV & AIDS pandemic, children's rights, technological advancement etc.	f) Use the skills of presentation to enhance the final appearance of decorated fabrics.
19.2.4 Materials, tools and Equipment	20.0.0 MOSAIC (Time: 8 Lessons)	21.2.0 Content	
19.2.5 Hand Building Techniques <ul style="list-style-type: none"> <li>- Dig</li> <li>- Coil</li> <li>- Slab</li> <li>- Ball/pellets</li> <li>- Scoop</li> </ul>	20.1.0 Specific Objectives <p>By the end of the topic, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify and analyse the concept and characteristics of mosaic</li> <li>explore and use the environment as a source of both inspiration and materials for making mosaic</li> <li>identify and select suitable materials in relation to colour for the chosen surfaces and subject matter of mosaic works</li> <li>skillfully apply the technique of mosaic making to produce pictorial compositions using colour.</li> <li>use skills of presentation to enhance the appearance of the mosaic compositions.</li> </ol>	21.2.1 Printing Techniques <ul style="list-style-type: none"> <li>- Stencil</li> <li>- Screen</li> <li>- Block</li> </ul>	21.2.2. Materials, tools and equipment
19.2.6 Greenware Decorative Techniques <ul style="list-style-type: none"> <li>- Excising</li> <li>- Incising</li> <li>- Stamping</li> <li>- Burnishing</li> <li>- Slip trailing</li> <li>- Inlaying</li> <li>- Embossing</li> <li>- Embedding</li> </ul>	20.2.5 <p>Organization of space</p> <ul style="list-style-type: none"> <li>- Selection of exhibits</li> <li>- Display of</li> <li>- 2D works</li> <li>- 3D works</li> </ul>	21.2.3 Development of motifs <ul style="list-style-type: none"> <li>- Abstract origins</li> <li>- Organic origins</li> <li>- Inorganic origins</li> </ul>	21.2.4 Repeat patterns <ul style="list-style-type: none"> <li>- Square network</li> <li>- Regular</li> <li>- Full drop</li> <li>- Half drop</li> <li>- Alternate</li> <li>- Inverse</li> </ul>
19.2.7 Storage of Green Ware <ul style="list-style-type: none"> <li>- Storage racks</li> <li>- Storage room</li> </ul>	21.0.0 FABRIC DECORATION (Time: 16 Lessons)	21.1.0 Specific Objectives <p>By the end of the topic, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify and describe the technique of printing in fabric decoration.</li> <li>explore and use the environment as a source of ideas for the development of an appropriate motif for decorating fabrics</li> <li>use the motif creatively to make repeat patterns</li> </ol>	21.2.5 Exercises on repeat patterns using different motifs.
19.2.8 Firing <ul style="list-style-type: none"> <li>- Saw dust kiln</li> <li>- Bonfire kiln</li> <li>- Open earth</li> </ul>	21.2.6 Printing of fabrics by applying the skills of registration to produce prints on fabrics, in more than one colour <ul style="list-style-type: none"> <li>- Registration</li> <li>- Printing</li> </ul>		21

21.2.7	Presentation and display of finished works	22.2.0	<b>Content</b>	22.2.7	Production of works of sculpture of functional and aesthetic value for a specific purpose	- Space	
	- Mounting finishing - Trimming - Hemming - Pleating - Ironing	22.2.1	Sculpture	- Definition - Concept	22.2.8	Presentation and display	- 2D works - 3D work
21.2.8	Exhibition	22.2.2	Elements and principles of Art and Design in sculpture	- Elements	- Painting - Varnishing - Display	22.2.10 Critique	
	- Organization of space - Selection of exhibits - Display of 2D works			<ul style="list-style-type: none"> <li>▪ Line and contour</li> <li>▪ Plane</li> <li>▪ Solid/mass</li> <li>▪ Void/hollows</li> <li>▪ Texture</li> <li>▪ Colour</li> </ul>	- Observation - Appreciation - Critique/comments/ discussion - Assessment		
21.2.9	Critique	22.2.3	Principles of Art and Design in sculpture	<ul style="list-style-type: none"> <li>▪ Rhythm and movement</li> <li>▪ Dominance</li> <li>▪ Contrast</li> <li>▪ Harmony/Unity</li> <li>▪ Proportion</li> <li>▪ Balance</li> </ul>			
22.0.0	<b>SCULPTURE</b> (Time: 20 Lessons)	22.2.4	Types of Sculptures	<ul style="list-style-type: none"> <li>- Reliefs</li> <li>- Low/bas relief</li> <li>- High relief</li> <li>- Inverse/intaglio</li> <li>- Sculpture in the round</li> </ul>			
22.1.0	<b>Specific Objectives</b>	22.2.5	Materials, tools and equipment for sculpture				
	By the end of this topic, the learner should be able to:	22.2.6	Techniques and processes of sculpture	<ul style="list-style-type: none"> <li>a) identify and describe types of sculpture</li> <li>b) identify and describe the elements and principles of Art and Design in sculpture</li> <li>c) select and describe appropriate materials and tools for modeling, carving and construction</li> <li>d) use appropriate materials tools, equipment and techniques in the execution of a sculpture of functional and aesthetic function</li> <li>e) use skills of presentation to enhance the final appearance of the sculptures produced.</li> </ul>			
				<ul style="list-style-type: none"> <li>- Modeling <ul style="list-style-type: none"> <li>▪ Pellets/ball</li> <li>▪ Slab</li> <li>▪ Coil</li> </ul> </li> <li>- Carving</li> <li>- Construction</li> <li>- Welding/soldering/riveting</li> <li>- Gluing</li> <li>- Tying</li> <li>- Nailing</li> </ul>			

## Form Four

**23.0.0 DRAWING**  
Time: 24 Lessons)

- 23.1.0 Specific Objectives**  
By end of the topic, the learner should be able to:
- a) make quick sketches of moving and static forms in a specified time limit.
  - b) observe, analyse and record in details man-made forms, natural forms, human forms, animal forms, and sceneries using pen and ink
  - c) employ the elements and principles of Art and Design creatively to draw pictorial compositions from
    - i) observation
    - ii) imagination
    - iii) memory
  - d) use skills of presentation and display to enhance the final appearance of the drawings

**23.2.0 Content**

- 23.2.1 Quick sketches of moving and static forms
  - Natural
  - Man-made
  - Human
  - Animal
- 23.2.2 Detail studies of
  - Human figures
  - Animal figures
  - Man-made structures and forms
  - Sceneries

23.2.3 Pictorial compositions on pertinent contemporary issues such as drug and substance abuse, social responsibility, effects of environmental pollution from

- Observation
- Imagination
- Memory

23.2.4 Presentation and Display

- Finishing
- Mounting
- Framing
- Display

23.2.5 Exhibition

- Portfolio
- Organization of space
- Selection of exhibits
- Display
- Stands
- Props

23.2.6 Critique

- observation
- appreciation
- Critique/comments/ discussion
- assessment

**24.0.0 PAINTING**  
(Time : 24 Lessons)

**24.1.0 Specific Objectives**

By the end of the topic, the learner should be able to:

- a) make detailed studies of a human figure
- b) use painting skills and techniques acquired to paint the human figure from observation
- c) analyse and appreciate different styles and technique of painting
- d) use skills of presentation to enhance the final appearance of the paintings.

**24.2.0 Content**

24.2.1 Details studies of

- full structure of human figure
- parts of the human figure

24.2.2 Painting of structure of the human figure

- Full figure
- Studies of parts

24.2.3 Presentation and display

- Trimming
- Mounting
  - Mat
  - Window
- Framing
- Finishing
- Display

24.2.4 Exhibition

- Portfolio
- Organization of space
- Selection of exhibits
- Display

24.2.5 Critique

- Observation
- Appreciation
- Critique/comments/ discussion
- Assessment

**25.0.0 GRAPHIC DESIGN**  
(Time: 24 Lessons)

**25.1.0 Specific Objectives**

By the end of the topic, the learner should be able to:

- a) define and design appropriate corporate identities
- b) apply the elements and principles of graphic design to create appropriate calligraphic letterings and illustrations according to given specifications.
- c) define cartoons and animation
- d) create cartoon characters and compose a cartoon strip
- e) use the skills acquire in cartoon drawing to produce 2d animation
- f) use skills of presentation and display to enhance the final appearance of the graphic works.

**25.2.0 Content**

25.2.1 Corporate identities

- Office stationery
  - Letterheads
  - Envelopes
  - Business cards
  - Advertising
  - Wrapping paper
  - Packaging

25.2.2	Calligraphic lettering and illustrations <ul style="list-style-type: none"> <li>- Wall hanging               <ul style="list-style-type: none"> <li>▪ Textual</li> <li>▪ Pictorial with text</li> </ul> </li> <li>- Brochures</li> <li>- Posters</li> </ul>	25.2.9	Critique <ul style="list-style-type: none"> <li>- Observation</li> <li>- Appreciation</li> <li>- Critique/comments/ discussion</li> <li>- Assessment</li> </ul>	26.2.5	Exhibition <ul style="list-style-type: none"> <li>- Organization of space</li> <li>- Selection of exhibits</li> <li>- Displays of 3D works</li> </ul>	<b>27.2.0 Content</b>
25.2.3	Designing of posters, brochures and leaflets on topical issues such as HIV&AIDS awareness, environmental education, child rights, industrial developments etc.	<b>26.0.0 POTTERY</b> (Time: 12 Lessons)	<b>26.2.6</b>	Critique <ul style="list-style-type: none"> <li>- Observation</li> <li>- Appreciation</li> <li>- Critique/comment/ discussion</li> <li>- Assessment</li> </ul>	<b>27.2.1 Casting</b>	<ul style="list-style-type: none"> <li>- Concept</li> <li>- Definition</li> <li>- Description</li> <li>- Process</li> </ul>
25.2.4	Animated cartoons <ul style="list-style-type: none"> <li>- Cartoons               <ul style="list-style-type: none"> <li>▪ Caricatures</li> <li>▪ Comics</li> <li>▪ 2D animation</li> <li>▪ Animated flipbook</li> </ul> </li> </ul>	<b>26.1.0 Specific Objectives</b> By the end of the topic, the learner should be able to:	<b>27.0.0 SCULPTURE</b> Time: 12 Lessons)	<b>27.2.2 Materials tools and equipment for casting</b> <ul style="list-style-type: none"> <li>- Clay</li> <li>- Slip</li> <li>- Plaster of Paris</li> <li>- Moulds</li> </ul>	<b>27.2.3 Techniques</b>	<ul style="list-style-type: none"> <li>- Press mould</li> <li>- Slip mould</li> </ul>
25.2.5	Cartoon characters <ul style="list-style-type: none"> <li>- Human</li> <li>- Animal</li> </ul>	<b>26.2.0 Content</b>	<b>27.1.0 Specific Objectives</b> By the end of these topics, the learners should be able to	<b>27.2.4 Production of works of sculpture of both financial and aesthetic value by applying the casting techniques</b>	<b>27.2.5 Presentation and display</b>	<ul style="list-style-type: none"> <li>- Finishing</li> <li>- Firing</li> <li>- Varnishing</li> <li>- Painting</li> </ul>
25.2.6	Applying the skills learnt in creations of cartoons to make cartoon characters and produce a 2 D animated strip	<b>26.2.1 Hand Building techniques</b> <ul style="list-style-type: none"> <li>- punch</li> <li>- coil</li> <li>- slab</li> <li>- ball/pellets</li> <li>- scoop</li> </ul>	<b>c)</b> Use tools, materials, equipment and casting techniques to produce a sculpture	<b>27.2.6 Exhibition</b>	<b>27.2.6</b>	<ul style="list-style-type: none"> <li>- Organization of space</li> <li>- Selection of exhibits</li> <li>- Display of 3D works</li> </ul>
25.2.7	Presentation and display <ul style="list-style-type: none"> <li>- Trimming</li> <li>- mounting               <ul style="list-style-type: none"> <li>▪ Mat</li> <li>▪ Window</li> </ul> </li> <li>- Framing</li> <li>- Finishing</li> <li>- Operating</li> </ul>	<b>26.2.2 Bisque Firing</b> <ul style="list-style-type: none"> <li>- Open firing</li> <li>- Closed firing</li> </ul>	<b>d)</b> Use skills of presentation to enhance the final appearance of the sculptures produced.	<b>27.2.7 Critique</b>	<b>27.2.7</b>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Appreciation</li> <li>- Critique/comments/ discussions</li> <li>- Assessment</li> </ul>
25.2.8	Exhibition <ul style="list-style-type: none"> <li>- Portfolio</li> <li>- Organization of space</li> <li>- Selection of exhibits</li> <li>- Display               <ul style="list-style-type: none"> <li>▪ Stands</li> <li>▪ Props</li> </ul> </li> </ul>	<b>26.2.3 Decorative techniques</b> <ul style="list-style-type: none"> <li>- Burnishing</li> <li>- Incising</li> <li>- Inlaying</li> </ul>				
		<b>26.2.4 Presentation and display</b> <ul style="list-style-type: none"> <li>- Varnishing</li> <li>- Finishing</li> <li>- Display</li> </ul>				

## SUGGESTED TEACHING AND LEARNING RESOURCES

### INTRODUCTION

- Resource persons
- Artifacts
- Magazines
- Books
- Cut outs
- Newspapers
- Posters

### ELEMENTS AND PRINCIPLES OF ART AND DESIGN

- Pens
- Rulers
- Erasers
- Paper
- Charcoal
- Colour wheel
- Textured forms
- Samples of art works
- Realia

### DRAWING

- Pencils
- Pens
- Charcoal
- Chalk
- Crayons
- Rulers
- View Finder
- Glue
- Cello tape
- Pastel
- Felt pens
- Drawing surfaces
  - paper
  - Boards
  - Cloth
- Manmade and natural forms
- Live animals and human models
- Visits to places of interest such as;
  - Art exhibitions
  - Museums
  - Industries

- Workshops
- galleries

### PAINTING

- Pens
- Coloured pencils
- Charcoal
- Crayons
- Brushes
- Chalk
- Paints
- Canvas
- Pullet knives
- Artifacts
- Blades
- Scissors
- Rulers
- Varnish
- Fixative
- Labels
- Magnifying glass
- Mass media
- Pastel
- Inks
- Dyes
- Paper
- Boards
- Cloth
- Samples of artworks
- Sponge
- Man made and natural forms
- Samples of painting by Kenyan artists
- Mounting boards
- Adhesives
- Glue
- Masking tapes
- Cello tape
- Manmade structures
- Live models
- Newspaper and magazine clippings

### COLLAGE

- Sample of collage compositions
- Adhesive
- Supports
- Reference books/magazines/cuttings
- Cutting tools
- Seeds
- Fabrics
- Beads
- Paints
- Brushers
- Mounting boards
- Varnish
- Plaster of Paris
- Pliers
- Sand paper

### MONTAGE

- Samples of montage compositions
- Reference books
- Picture cut outs
- Adhesive
- Boards
- Miscellaneous drawings and paintings
- Canvas
- Cutting tools
- Mounting materials
- Farming materials
- Varnish

### MOSAIC

- Samples of mosaic compositions
- /reference books
- Supports
- Banana fibre
- Paper
- Glass
- Seeds
- Egg shells

### WEAVING

- Samples of woven items
- Rigid heddle loom
- Yarn
- Beater
- Frame loom
- Seeds
- Banana fibres
- Sisal fibres

### SCULPTURE

- Samples of sculpture
- Reference books
- Adze
- Axe
- Pangas
- Chisels
- Carving knives
- Modeling stands
- Existing forms of moulds
- Plaster of Paris
- Display surfaces
- Varnish
- Paints
- Sand paper
- Brushes
- Burnishing tools
- Clay
- Slip

### FABRIC DECORATION

- Samples of decorated fabrics
- Reference books
- Resource persons
- Printing blocks
- Dyes and inks
- Fixatives
- Wax
- Scissors
- Rollers
- Glass pane
- Brushes
- Tjanting tool
- Needles
- Iron boxes
- Mounting boards
- Tracing paper

- Carbon papers
- Thread
- Paper
- Paper stencils
- Chalk
- Polythene
- Pegs
- Screen
- Squeegee
- Blades
- Pens
- Pencils
- Buckets
- Surfaces
- Paints

#### POTTERY

- Clay
- Greenware
- Fired work
- Reference books
- Grog
- Sticks for mixing
- Cutting lines
- Sieves
- Dying bath
- Varnish
- Paints
- Wedging surface
- Polythene bags
- Plastic containers
- Dug pits
- Hammer
- Rolling pins
- Kidney scrapers
- Open earth kilns.
- Decorative tools
- Sharp pointed tools
- Stamping tools
- Brushes
- Burnishing tools
- Scooping tools
- Samples of pottery work
- Spoon/flat knife
- Polished stones
- Slip

- Embedding materials
- Embossing tools
- Bricks
- Saw dust
- Firewood
- Dry grass
- Matches
- Storage racks
- Storage rooms
- Display surfaces

#### GRAPHIC DESIGN

- Samples of graphic design work
- Drawing instruments and equipment
- Pens
- Pencils
- Rulers
- Geometrical sets
- Paper
- Samples of calligraphic works
- Samples of bamboo pens, inks and pens, charts,
- Display surfaces
- Samples of layout
- Samples of cards
- Manila paper
- Scissors
- Blades
- Samples of graphic illustrations
- Samples of posters
- Samples of book covers
- Samples of page layout
- Samples of identification symbols
- Samples of charts
- Sample of prints
- Rollers
- Printing tools and equipment
- Adhesive
- Inks
- Finished artworks
- Display corner
- Cutting blades
- Mounting board
- Samples of corporate identities
- Poster/paints/colours
- Calligraphic pens

#### ORNAMENTS

- Reference books
- Samples of ornaments and jewellery
- Notebooks
- Pens
- Paints
- Beads
- Strings
- Varnish
- Bone
- Wood
- Clay
- Leather
- Shells
- Seeds
- Sandpaper
- Mounting boards
- Carving knives
- Stamping tools
- Clippers
- Pliers
- Needles
- Brushes
- Tweezers
- Heat source
- Burning tools

#### Suggested Teaching Methods

- Question and answer
- Explanation
- Story telling
- Discussion
- Dramatization/skit
- Demonstration
- Field trips and excursions
- Role play
- Team work and exchange of ideas and experience
- Research

#### Suggested Methods of Assessment

1. Practical work
2. Oral questions
3. Written quizzes
4. Critique
5. Written tests and examinations
6. Group discussions and reports

	CONTINUOUS ASSESSMENT	FINAL ASSESSMENT
a) Theory	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written paper</li> </ul>	<ul style="list-style-type: none"> <li>• Written paper</li> </ul>
b) Practicals	<ul style="list-style-type: none"> <li>• Objective observation of completed work and work in progress</li> <li>• Critique</li> </ul>	<ul style="list-style-type: none"> <li>• Objective observation of completed work</li> </ul>

## **COMPUTER STUDIES**

## Introduction

Computer Studies is offered as an optional subject at the secondary school level of education. The syllabus was first developed in 1996 and the subject, being dynamic requires that the syllabus be reviewed constantly. This edition is therefore a revision.

The computer studies syllabus has undergone a major review to bring it up-to date with current trends and breakthrough in information and communication Technology (ICT). It is the intention of this revised syllabus to be time-independent and to accommodate contemporary technology. This is clearly reflected in the objectives. The aim of the computer studies course is to equip the learner with basic ICT skills that will enable him/her to use ICTs for accomplishing day-to-day tasks at school, home and in the world of work. It is the intention of this revised syllabus to give the learner the required knowledge, skills and attitudes to enable him/her to fit and adapt to the ever-changing technology world and appreciate the ICT as a tool for tackling day-to-day problems.

The syllabus has been revised to enable the learner apply skills acquired to develop mentally, morally, socially and spiritually. The learner will also appreciate career opportunities that exist in the world of technology and also have a firm foundation for further education and training.

Teachers are advised to use contemporary technology, materials and resources in order to expose the leaner to the advancements made in the field of ICTs. The teacher should take particular note of new software and hardware developments and should keep themselves up to date with new innovations. The introduction of internet technology will be particularly useful as a source of information for issues such as HIV/AIDS, drug abuse environment issues, human rights and integrity among others.

Time allocation per topic has been suggested. It is based on **three lessons** per week in forms one and two and **four lessons** per week in forms three and four. The teacher is advised to plan his/her work to fit the allocated time in order to cover the syllabus. In teaching subject, a lot of creativity and innovative ideas are encouraged in-order to make the subject interesting.

## General Objectives

### This Course Will Enable The Learner To:

1. appreciate a computer system.
2. appreciate the technological development of computers
3. apply basic skills in the safe use and care of a computer system
4. develop skills to use application packages
5. appreciate the role of computer applications in carrying out day to-day business and organizational tasks
6. understand the role of information and communication technology in mental, moral, social and spiritual development
7. develop abilities to interact more efficiently with the wider community
8. appreciate the use of programming as a tool for problem solving
9. appreciate the use of programming as a tool for problem solving
10. appreciate the impact of computer technology on society
11. acquire basic knowledge, skills and attitudes necessary for adapting to a fast changing technology world
12. develop a firm base for further education and training

## Form One

### 1.0.0 INTRODUCTION TO COMPUTERS (18 Lessons)

#### 1.1.0 Specific Objectives

By the end of the topic, the learner should be able to:

- a) define a computer
- b) state the different parts of a computer
- c) explain how computers have developed
- d) classify the various types of computers
- e) identify areas where computers are used
- f) define a computer laboratory
- g) state the safety precautions and practices in a computer laboratory
- h) demonstrate basic hands-on skills on the use of a computer.

#### 1.2.0 Content

##### 1.2.1 Definition of a computer

##### 1.2.2 Parts of computer

##### 1.2.3 Development of computers

##### 1.2.4 Classification of computers

- Physical size
- Functionality
- Purpose

##### 1.2.5 Areas where computers are used

##### 1.2.6 Definition of a computer laboratory

##### 1.2.7 Safety precautions and practices in a Computer laboratory

- Behaviour
- Handing of materials and equipment
- Fire
- Cabling
- Stable power supply

- Burglar proofing
- Ventilation
- Lab layout
- Dust/damp control
- Lighting
- Standard furniture

#### 1.2.8 Hands-on skills

- Start-up, restarting and shut-down(booting)
- Keyboard layout
- Practical Keyboard and mouse skills

### 2.0.0 COMPUTER SYSTEMS (49 lessons)

#### 2.1.0 Specific objectives

By the end of the topic, the learner should be able to:

- a) describe a computer system
- b) explain the functional organization of the elements of a Computer system
- c) describe input devices of a computer system
- d) describe the central processing unit (CPU)
- e) describe the output devices of a computer system
- f) describe the output devices of a computer system
- g) distinguish between power and interface cable
- h) explain basic computer set-up and cabling
- i) describe the types of secondary storage devices and media
- j) distinguish between system software and application software
- k) evaluate the criteria for selecting a computer system.

#### 2.2.0 Content

##### 2.2.0 Description of a Computer system

##### 2.2.2 Functional organization of the elements of a Computer System.

- Hard ware
- Software
- Live-ware

##### 2.2.3 Input devices e.g.

- Keying devices
- Pointing devices
- Scanning devices
- Speech recognition devices
- Other digital devices

##### 2.2.4 Central Processing Unit (CPU)

- Control Unit
- Arithmetic and Logic Unit (A.L.U)
- Memory
- Processors
  - a. types
  - b. clock speeds

##### 2.2.5 Output Devices

- Soft copy output devices e.g.
- i) Visual display unit - Liquid Crystal Display (LCD, flat panel, cathode ray tube (CRT))
- ii) Sound output
- iii) Light emitting diodes (LED)
- Hard copy output devices e.g.
- a. Printers (impact, non-impact)
- b. Plotters

##### 2.2.6 Secondary/auxiliary Storage Devices and Media

- a. Fixed - e.g. Hard disk
- b. Removable e.g.
- i) floppy disks
- ii) tape
- iii) optical disks (CD-R, WORM, CD-RW,DVDs)

#### 2.2.7 Power and interface Cables

- Power Cable
- Parallel cable
- Serial cable

#### 2.2.8 Basic computer set-up and Cabling

- Connecting basic computer components
- Connecting other computer peripherals

#### 2.2.9 Classification of software

- a) System software
  - firmware
  - networking software
  - operating system
  - utilities
- b) Application software
  - Acquisition
    - a. Standard software (Off the shelf)
    - b. User developed (in-house)

#### 2.2.10 Criteria for selecting a Computer system (specifications)

##### Hardware Considerations

- processor speed
- memory capacity
- warranty
- user needs
- cost
- portability
- other considerations

##### Software considerations

- Authenticity
- User needs
- User friendliness

	Software considerations	<ul style="list-style-type: none"> <li>• authenticity</li> <li>• user needs</li> <li>• user friendliness</li> <li>• system requirements</li> <li>• cost</li> <li>• compatibility</li> <li>• portability</li> <li>• documentation</li> <li>• other software considerations</li> </ul>			
3.0.0	<b>OPERATING SYSTEMS (32 LESSONS)</b>		3.2.4	Organization of Information using an Operating System	
3.1.0	<b>Specific objectives</b>	By the end of the topic, the learner should be able to:		<ul style="list-style-type: none"> <li>• Files</li> <li>• Directories /folders</li> <li>• Storage media</li> </ul>	
	a) define an operating system	3.2.5	File management using an Operating system	<ul style="list-style-type: none"> <li>• Description of files</li> <li>• Types of files           <ul style="list-style-type: none"> <li>i) system files</li> <li>ii) application files</li> </ul> </li> <li>• Functions of files           <ul style="list-style-type: none"> <li>i) storage of data</li> <li>ii) organization of information</li> </ul> </li> <li>• Manipulating files           <ul style="list-style-type: none"> <li>i) viewing files and directories</li> <li>ii) organizing of information</li> <li>iii) creating files/directories</li> <li>iv) opening</li> <li>v) editing</li> <li>vi) renaming</li> <li>vii) finding/searching</li> <li>viii) sorting</li> <li>ix) copying</li> <li>x) moving</li> <li>xi) deleting</li> </ul> </li> </ul>	
3.2.0	<b>Content</b>		3.2.6	Disk Management using an Operating system	
3.2.1	Definition of an operating system			<ul style="list-style-type: none"> <li>• Formatting</li> <li>• Partitioning</li> <li>• Defragmentation</li> <li>• Disk Diagnostics</li> <li>• Disk Compression</li> <li>• Back up</li> </ul>	
3.2.2	Functions of an operating system	<ul style="list-style-type: none"> <li>• Job scheduling</li> <li>• Resource Control</li> <li>• Input/output handling</li> <li>• Memory management</li> <li>• Error handling</li> <li>• Interrupt handling</li> </ul>			
3.2.3	Types of operating Systems	<ul style="list-style-type: none"> <li>• Number of users</li> </ul>	3.2.7	Devices under Operating System Control	<ul style="list-style-type: none"> <li>• Processor</li> <li>• Memory (RAM)</li> <li>• Storage devices</li> <li>• Input/output devices and ports</li> </ul>
			32.7	Installation and Configuration of an Operating system	<ul style="list-style-type: none"> <li>• Communication devices and ports</li> <li>• Troubleshooting</li> </ul>

## Form Two

### **4.0.0 APPLICATION PACKAGES**

- 4.1.0 Word Processors
- 4.2.0 Spreadsheets
- 4.3.0 Databases
- 4.4.0 Desktop publishing
- 4.5.0 Internet and E-mail

### **4.1.0 WORD PROCESSORS (18 LESSONS)**

#### **4.1.1. Specific objectives**

By the end of the topic, the learner should be able to:

- a) define a word processor
- b) state the purpose of word processing
- c) Use a word processing package
- d) Format and edit a document
- e) Create and edit a table
- f) Create and update a mail-merge document
- g) Print a document
- h) Insert and edit objects.

#### **4.1.2 Content**

##### 4.1.3 Definition of a word-processor

##### 4.1.4 Purpose of word processing e.g.

- Letter preparation
- Reports
- Newsletters

##### 4.1.5 Using a Word processing package

- Getting started
- Screen layout
- Running the programme
- i) Creating a document
- ii) Saving
- iii) Retrieving
- iv) Closing
- v) exiting

### **4.1.6 Editing and formatting a document**

- Editing a document
- Block options
  - selecting
  - iii) moving
  - iv) copying
  - v) deleting
  - vi) inserting and type over
- Find and Replace
  - i) search/find
  - ii) replace
- Proof-Reading
  - i) spelling and grammar checking
  - ii) thesaurus
  - iii) auto-correct
  - iv) undo and redo
- Formatting a document
  - a) Text formatting
    - i) bolding
    - ii) italicizing
    - iii) underlining
    - iv) fonts
    - v) drop caps
    - vi) change case
    - vii) superscript/subscript
  - b) Paragraph formatting
    - i) alignment
    - ii) indenting
    - iii) spacing
    - iv) section breaks
    - v) bullets and numbering
  - c) Page formatting
    - Layout
      - i) columns
      - ii) headers/footers

### **4.1.7 Creating and Editing a Table**

- Create a table
  - i) rows
  - ii) columns
- enter data
- Editing tables
  - i) resizing rows/columns
  - ii) inserting rows/columns
  - iii) deleting/rows columns
  - iv) merging rows/columns
  - v) splitting rows/columns

### **4.1.8 Formatting tables**

- i) borders
- ii) shading
- Table conversations
- i) converting text to table
- ii) converting tables to text
- iii) importing

- Arithmetic calculations
- i) perform calculation
- ii) insert formulae

### **4.1.9 Sorting**

### **4.1.8 Sorting Creating and updating a mail merge document**

- Creating main document
  - i) form letters
  - ii) labels
  - iii) envelopes
- Create/import data source
  - i) editing
  - ii) saving
- Merging fields
- Main and data source to
  - i) printer or
  - ii) new window or
  - iii) fax or
  - iv) e-mail
- Updating merged document

### **4.1.9 Printing a document**

- i) printer setup
- ii) print preview
- iii) print option
  - printer selection
  - orientation
  - page and copies
- iv) Printing

### **4.1.10 Inserting Graphics**

- Types of graphics
  - i) drawing
  - ii) pictures
  - iii) charts
- Inserting
  - i) importing
  - ii) drawing
- Editing graphical objects
  - i) updating
  - ii) resizing
  - iii) enhance

### **4.2.0 SPREAD SHEET (18 LESSONS)**

#### **4.2.1 SPECIFIC OBJECTIVES**

By end of the topic, the learner should be able to:

- a) define a spreadsheet
- b) describe the components of a spreadsheet
- c) state the application areas of a spreadsheet
- d) create and edit a worksheet
- e) explain different cell data types
- f) apply cell referencing
- g) apply functions and formulae
- h) apply data management skills
- i) apply charting and graphing skills
- j) print worksheet and graph

<b>4.2.2</b>	<b>Content</b>	<b>4.2.10</b>	Worksheet formatting <ul style="list-style-type: none"> <li>• Text</li> <li>• Numbers</li> <li>• Rows and columns</li> <li>• Global</li> </ul>	<b>4.3.1</b>	<b>DATABASES (18 LESSONS)</b>	<b>4.3.8</b>	Editing a database <ul style="list-style-type: none"> <li>• Modifying structure</li> <li>• Updating database</li> </ul>
4.2.3	Definition of a Spreadsheet			<b>4.3.2</b>	<b>Specific Objectives</b>	<b>4.3.9</b>	Form Design <ul style="list-style-type: none"> <li>• Form layout</li> <li>• Data manipulation</li> <li>• Formatting fields</li> </ul>
4.2.4	Components of a spreadsheet <ul style="list-style-type: none"> <li>i) worksheet</li> <li>ii) database</li> <li>iii) graphs</li> </ul>	<b>4.2.11</b>	Data Management <ul style="list-style-type: none"> <li>• Sorting</li> <li>• Filtering</li> <li>• Total/subtotals function</li> <li>• Forms</li> </ul>		By the end of the topic, the learner should be able to: <ul style="list-style-type: none"> <li>a) define a database</li> <li>b) explain the concepts of database</li> <li>c) explain data organization in a database</li> <li>d) create a database</li> <li>e) edit a database</li> <li>f) design a form</li> <li>g) apply basic concepts of queries</li> <li>h) create report and labels</li> <li>i) print queries, forms and reports</li> </ul>	<b>4.3.10</b>	Queries <ul style="list-style-type: none"> <li>• Creating</li> <li>• Updating</li> <li>• Viewing</li> <li>• Printing</li> </ul>
4.2.5	Application areas of a spreadsheet <ul style="list-style-type: none"> <li>• statistical analysis</li> <li>• accounting</li> <li>• data management</li> <li>• forecasting (what if analysis)</li> <li>• scientific application</li> </ul>	<b>4.2.12</b>	Charts/graphs <ul style="list-style-type: none"> <li>• Types</li> <li>• Data ranges</li> <li>• Labels</li> <li>• Headings and titles</li> <li>• Legends</li> </ul>	<b>4.3.3</b>	<b>Content</b>	<b>4.3.11</b>	Reports layout <ul style="list-style-type: none"> <li>• Creating (using rational and logical operator, logical operators – AND, OR, NOT)</li> <li>• Modifying</li> <li>• Sorting and grouping</li> <li>• Labeling</li> <li>• Printing</li> </ul>
4.2.6	Creating a worksheet/workbook <ul style="list-style-type: none"> <li>• Getting started</li> <li>• Worksheet layout</li> <li>• Running the program</li> <li>i) creating a worksheet</li> <li>ii) editing a cell entity</li> <li>iii) saving</li> <li>iv) retrieving</li> <li>v) closing a worksheet</li> <li>vi) exiting from spreadsheet</li> </ul>	<b>4.2.12</b>	Printing <ul style="list-style-type: none"> <li>i) Page set-up</li> <li>ii) Print preview</li> <li>iii) Print options <ul style="list-style-type: none"> <li>• Select printer</li> <li>• Selection</li> <li>• Worksheet/workbook</li> <li>• Orientation</li> <li>• Pages and copies</li> </ul> </li> <li>iv) Printing</li> </ul>	<b>4.3.4</b>	Definition of Database	<b>4.4.0</b>	<b>DESKTOP PUBLISHING (DTP) 15 LESSONS</b>
4.2.7	Cell Data types <ul style="list-style-type: none"> <li>• Labels</li> <li>• Values</li> <li>• Formulae</li> <li>• Functions</li> </ul>			<b>4.3.5</b>	Database concepts <ul style="list-style-type: none"> <li>• Traditional filing methods (manual and flat files)</li> <li>• Functions of databases</li> <li>• Types of database models</li> <li>• Database software</li> <li>• Features of a database (e.g. data structure, report generating query language, modules</li> </ul>	<b>4.4.1</b>	<b>Specific Objectives</b>
4.2.8	Cell referencing <ul style="list-style-type: none"> <li>• Cell addressing</li> <li>• Absolute referencing</li> <li>• Relative referencing</li> </ul>				By the end of the topic, the learner should be able to: <ul style="list-style-type: none"> <li>a) define desktop publishing</li> <li>b) state the purpose of DTP</li> <li>c) identify types of DTP software</li> <li>d) design a publication</li> <li>e) edit a publication</li> <li>f) format a publication</li> <li>g) print a publication</li> </ul>		
4.2.9	Basic functions and Formulae <ul style="list-style-type: none"> <li>• Functions <ul style="list-style-type: none"> <li>i) statistical (average, count, max, min)</li> <li>ii) logical (if, count-if, sum-if)</li> <li>iii) mathematical (Sum, Product, Div)</li> </ul> </li> <li>• arithmetic formulae (using operations +, -, /, *,</li> </ul>			<b>4.3.6</b>	Data Organization <ul style="list-style-type: none"> <li>• Character types</li> <li>• Fields</li> <li>• Records</li> <li>• Files</li> <li>• Database</li> </ul>		
				<b>4.3.7</b>	Creating a Database <ul style="list-style-type: none"> <li>• Design a database structure</li> <li>• Field properties and data types</li> <li>• Key-fields and index</li> <li>• Data entry</li> </ul>		

4.4.2	<b>Content</b>	h) state the moral social and spiritual issues that may emerge through access to the internet	4.5.10	Use the internet to access information on emerging issues e.g.	• Threats e.g.
4.4.3	Definition of Desktop Publishing			• HIV and AIDS • Drug abuse • Environmental issues • Moral integrity	i) virus ii) unauthorized access iii) computer errors and accidents iv) theft
4.4.4	Purpose of DTP		4.5.2	<b>Content</b>	• Control measures e.g.
	• Graphic design • Page layout design • Printing		4.5.3	Definition of Internet	i) anti-virus software ii) password iii) user access levels iv) backup
4.4.5	Types of DTP software		4.5.4	Development of Internet	
	• Graphic based • Layout based		4.5.5	Importance of Internet	
			4.5.6	Internet Connectivity	
4.4.6	Designing a Publication			• Telecommunication facilities • Moderns • Internet services providers (ISP) • Internet software	5.2.3 Computer crimes e.g.
	• Types of publication e.g. newsletters, cards, brochures, posters. • Running the program • Screen layout • Setting up a publication • Manipulating text and graphics		4.5.7	Internet services e.g.	i) trespass ii) hacking iii) tapping iv) cracking v) piracy vi) fraud vii) sabotage viii) alteration
4.4.7	Editing a publication			• World Wide Web (www) • Electronic mail (e-mail) • Electronic Commerce (e-commerce) • Electronic Learning (e-learning)	• Detection and/Protection e.g.
	• Editing tools		4.5.8	Accessing Internet	i) audit trail ii) data encryption iii) log files iv) fire walls
4.4.8	Formatting a Publication			• Log-in/sign-in • Surf/browsing • Search engines and hyperlinks • Downloading/saving/printing	
4.4.9	Printing		4.5.9	Electronic Mail (e-mail)	5.2.4 Laws governing protection of information systems.
	• Page set up • Print options			• Definition • e-mail software • e-mail facilities i) mails(echecking, Composing, forwarding, sending, saving and printing) ii) fax iii) file attachment iv) on-line meetings v) Telephone messages vi) Contact management N.B Emphasis is on the procedure and not necessarily on on-line connectivity	
4.5.0	<b>INTERNET AND E-MAIL (14 LESSONS)</b>				
4.5.1	<b>Specific Objectives</b>				
	By the end of the topic, the learner should be able to:				
a)	define internet				
b)	explain the development of internet				
c)	explain the importance of internet				
d)	describe internet connectivity				
e)	identify internet services				
f)	access internet				
g)	use e-mail facilities				

### Form Three

#### 6.0.0 DATA REPRESENTATION IN A COMPUTER (26 LESSONS)

##### 6.1.0 Specific Objectives

By the end of the topic, the learner should be able to:

- a) explain concepts and reasons for data representation in a computer
- b) define the terms bit, byte, nibble and word
- c) explain types of data representation in the computer
- d) perform binary arithmetic operations

##### 6.2.0 Content

###### 6.2.1 Concepts and reasons of data representation

###### 6.2.2 Definition of terms bit, byte, nibble and word

###### 6.2.3 Types of data representation Number Systems and their representation of integral values

- i) decimal
- ii) binary
- iii) octal
- iv) hexadecimal
- Symbolic representation
  - i) Binary coded Decimal code (BCD)
  - ii) Extended Binary Coded Decimal Interchange Code (EBCDIC)
  - iii) American Standard Code for Information Interchange Code (ASCII)
  - iv) Conversion between binary and decimal

- 6.2.4 Binary arithmetic operations
- Binary addition
  - Binary subtraction
    - i) ones complement
    - ii) twos complement

#### 7.0.0 DATA PROCESSING (24 LESSONS)

##### 7.1.0 Specific Objectives

By the end of the topic, the learners should be able to:

- a) define the terms data, information and data processing
- b) describe data processing cycle
- c) explain the various methods of data processing
- d) explain types of errors in data processing
- e) describe data integrity
- f) describe a computer file
- g) describe types of computer files
- h) describe file organization methods
- i) describe the various data processing modes

##### 7.2.0 Content

###### 7.2.1 Definition of the terms data information and data processing

###### 7.2.2 Data processing cycle

- Data collection
  - i) stages of data collection
  - ii) methods of data collection
- Data input
- Processing
- Output

- 7.2.3 Description of errors in data processing
- Transcription errors
  - Transposition

##### 7.2.4 Data Integrity

- Accuracy
- Timeliness
- Relevance

- 7.2.5 Data processing methods
- Manual/conventional
  - Mechanical
  - Electronic

- 7.2.6 Computer files
- Elements of computer file
  - Logical and physical files

- 7.2.7 Types of computer processing files
- Master
  - Transaction
  - Report
  - Sort
  - Backup
  - Reference

- 7.2.8 File organization methods
- Sequential
  - Random/direct
  - Serial
  - Indexed sequential

##### 7.2.9 Electronic Data processing modes

- On-line
- Distributed
- Time-sharing
- Batch processing
- Multi-processing
- Multi-programming/multi-tasking
- Interactive processing
- Real-time

#### 8.0.0 ELEMENTARY PROGRAMMING PRINCIPLES (38 LESSONS)

##### 8.1.0 Specific Objectives

- a. define programming
- b. describe the various levels of programming languages.
- c. state the advantages and disadvantages of each level of the programming language
- d. define the terms assembler, compiler, interpreter, source program and object program
- e. describe the stages of program development
- f. describe the program control structures
- g. define and develop algorithm, pseudo-code and flowchart.

##### 8.2.0 Content

###### 8.2.1 Definition of Programming

###### 8.2.2 Levels of programming languages

- Low level language
  - i) machine
  - ii) assembly
- High level languages
  - i) Third generation languages (3GLs)
  - ii) For generation Languages (GLs)
  - iii) Object Oriented Programming (OOPs)
  - iv) Internet (scripting) Programming languages

##### 8.3.3 Advantages and disadvantages of low and high level languages

8.4.4	Description of terms <ul style="list-style-type: none"> <li>i) assembler</li> <li>ii) compiler</li> <li>iii) interpreter</li> <li>iv) source program</li> <li>v) object program</li> </ul>	f) write a report on the case study	<b>Form Four</b>
8.4.5	Program development <ul style="list-style-type: none"> <li>• Problem recognition</li> <li>• Problem definition</li> <li>• Program design</li> <li>• Program coding</li> <li>• Program testing</li> <li>• Implementation</li> </ul>	9.2.0 <b>Content</b> <ul style="list-style-type: none"> <li>9.2.1 Description of a system</li> <li>9.2.2 Definition of an Information system</li> <li>9.2.3 Purpose of an Information System</li> <li>9.2.4 Stages of system development               <ul style="list-style-type: none"> <li>• Problem recognition and definition</li> <li>• Information gathering e.g.                   <ul style="list-style-type: none"> <li>i. investigation</li> <li>ii. observation</li> <li>iii. interviews</li> <li>iv. questionnaires</li> </ul> </li> <li>• Requirement specification for the new system</li> <li>• System design</li> <li>• System construction</li> <li>• System implementation</li> <li>• System review and maintenance</li> </ul> </li> </ul>	10.00 <b>INTROUDCTION TO NETWORKING AND DATA COMMUNICATION (24 LESSONS)</b>
8.4.6	Program Control Structures <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Selection</li> <li>• Iteration (looping)</li> </ul>	(*A number of theories exist on system development. The above is a general guide to the stages.)	10.1.0 <b>Specific Objectives</b> <p>By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) define computer networking terms</li> <li>b) state the purpose of computer networks</li> <li>c) describe the elements of a network</li> <li>d) describe various types of networks</li> <li>e) describe various types of network topologies</li> </ul>
8.4.7	Definition and development of Algorithm e.g. <ul style="list-style-type: none"> <li>i) Pseudo-code</li> <li>ii) Flow chart</li> </ul>	9.2.5 System Documentation <ul style="list-style-type: none"> <li>• Reports on fact finding/information gathering</li> <li>• System flowchart</li> <li>• Table file structure/descriptions</li> <li>• Sample data</li> <li>• Output reports</li> <li>• User manual</li> </ul>	10.2.0 <b>Content</b> <ul style="list-style-type: none"> <li>10.2.1 Definition of terms               <ul style="list-style-type: none"> <li>i) computer network</li> <li>ii) data communication</li> </ul> </li> <li>10.2.2 Purpose and Limitations of networking               <ul style="list-style-type: none"> <li>• Purpose                   <ul style="list-style-type: none"> <li>i) resource sharing</li> <li>ii) remote communication</li> <li>iii) distributed processing facilities</li> <li>iv) cost effectiveness</li> <li>v) reliability</li> </ul> </li> <li>• Limitations</li> </ul> </li> <li>10.2.3 Elements of Networking               <ul style="list-style-type: none"> <li>a) Data Communication media                   <ul style="list-style-type: none"> <li>• Communication with cables                       <ul style="list-style-type: none"> <li>i) twisted pair cable</li> <li>ii) coaxial cables</li> <li>iii) fibre-optic cables</li> </ul> </li> </ul> </li> </ul> </li></ul>
9.0.0	<b>SYSTEM DEVELOPMENT (44 LESSONS)</b>		
9.1.0	<b>Specific objectives</b> <p>By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) describe a system</li> <li>b) define an information system</li> <li>c) state the purpose of an information system</li> <li>d) identify the stages of system development</li> <li>e) develop a system using a case study</li> </ul>		
			<ul style="list-style-type: none"> <li>• Communication without cables (wireless) e.g.               <ul style="list-style-type: none"> <li>i) microwave</li> <li>ii) satellite</li> <li>iii) radio transmission</li> </ul> </li> <li>b) Data Signal               <ul style="list-style-type: none"> <li>• digital</li> <li>• analog</li> </ul> </li> <li>c) Communication Devices e.g.               <ul style="list-style-type: none"> <li>• Modems</li> <li>• Network cards</li> <li>• Hubs</li> </ul> </li> <li>d) Network software               <ul style="list-style-type: none"> <li>• Operating systems</li> <li>• Protocols</li> </ul> </li> <li>10.2.4 Types Networks               <ul style="list-style-type: none"> <li>• Local area Network (LAN)</li> <li>• Metropolitan area Network (MAN)</li> <li>• Wide area Network (WAN)</li> </ul> </li> <li>10.2.5 Types of Network topologies e.g.               <ul style="list-style-type: none"> <li>• Ring</li> <li>• Star</li> <li>• Bus</li> </ul> </li> </ul>

**11.0.0 APPLICATION AREAS OF INFORMATION AND COMMUNICATION TECHNOLOGY (8 LESSONS)**

**11.1.0 Specific Objectives**

By the end of the topic, the learner should be able to:

- describe the use of computers in different application areas
- write a report on the use of a computer in any one of the application areas visited by students.

**11.2.0 Content**

**11.2.1 Application Areas of Information and Communication Technology**

- Financial system
  - i) accounting
  - ii) banking
  - iii) payroll
- Retail systems
  - i) point of sale systems
  - ii) stock control
- Reservations Systems
  - i) hotels
  - ii) air-lines
- Communication Systems
  - i) fax and telex
  - ii) radio
  - iii) television
  - iv) video conferencing
  - v) e-mail
  - vi) telecommunicating
  - vii) internet
- Education
  - i) Computer Aided Learning (CAL)
  - ii) e-learning
  - iii) Computer based Simulation (CBS)

- Industrial systems
  - i) Stimulation
  - ii) Process
- iii) CAD (Computer aided Design/CAM (Computer Aided Manufacturer))
- Scientific and Research Systems
  - i) weather forecasting
  - ii) medical research
  - iii) military/space exploration
- Transportation systems
  - i) air-traffic control
  - ii) shipping control
  - iii) automobile traffic control
- Entertainment systems
  - i) computers and movies
  - ii) multi-media
- Virtual reality
  - i) uses of virtual reality
  - ii) virtual reality equipment e.g. visor, gloves, suits
- Library systems e.g. Library lending system
- Home use
- Health expert systems
- Offices expert systems
- Marketing
  - i) e-commerce
  - ii) business

**11.2.2 Field Report**

**12.0.0 IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON SOCIETY (8 LESSONS)**

**12.1.0 Specific Objectives**

By the end of the topic, the learner should be able to:

- identify issues resulting from the use of ICT
- discuss future trends in ICT.

**12.2.0 Content**

- 12.2.1 Issues resulting from use of ICT
- Effects on employment
    - job creation
    - job replacement
    - job displacement
  - Automated production
    - Pros & cons
  - Issues of workers health
    - d) Breakthrough
      - health care
      - education
      - communication
      - research
      - commerce
      - arts
      - entertainment
      - transport
    - e) Cultural effects
      - computer crimes
      - moral effects

- 12.2.2 Evolution of computer systems
- Possible future trends in capabilities e.g. physical size, price, software
  - Artificial intelligence
    - i) expert systems
    - ii) natural language processing
    - iii) artificial neural networks
    - iv) robotics

**13.0.0 CAREER OPPORTUNITIES IN ICT (4 LESSONS)**

**13.1.0 Specific Objectives**

By the end of the topic, the learner should be able to:

- describe career opportunities in ICT
- identify available opportunities for further education

**13.2.0 Content**

- 13.2.1 Description of careers in the field of ICT e.g.
- Computer Operators
  - Programmers
  - Software Engineers
  - Database Administrators
  - System Administrators
  - Computer Technicians
  - Computer systems Managers
  - Computer Trainers
  - Web Designers
  - Web Administrators
  - Systems analyst
- 13.2.2 Identification of further Educational opportunities
- Colleges
  - Institutions
  - Polytechnics
  - Universities
  - Research Institutions

#### **14.0.0 PROJECT (50 LESSONS)**

##### **14.1.0 Specific Objectives**

By the end of the Project, the learner should be able to:

- a) identify and define a problem
- b) carry out fact finding through either or all of these methods
  - i) investigation
  - ii) observation
  - iii) interviews
  - iv) questionnaires
- c) define system hardware and software requirements
- d) design a system
- e) construct a system that would:
  - i) input data through forms or screen
  - ii) update modification, deletion of existing data
  - iii) carry out data validation
  - iv) search filter/query/retrieve records
  - v) generate /print reports
- f) test the system
- g) prepare a project report (documentation) that includes user manual, technical manual, test data.

#### **GENERAL REQUIREMENTS**

- i) Schools intending to offer Computer Studies are expected to have the following minimum equipment.
- ii) Computer Laboratory classroom(s)
- iii) Computer desks that accommodate monitor at eye level
- iv) At least one computer per every four students(1:4)
- v) At least one printer for every four computers(1:2)

- vi) Printing Stationery
- vii) Appropriate storage devices e.g. Memory sticks, CD-RWs
- viii) Storage facilities for Memory sticks, CD-RWs e.g. DVD jackets
- ix) Appropriate software for the curriculum
- x) relevant reference materials

Note that computers to be used for the course should preferably be IBMs or IBM compatibles due to their low maintenance costs and availability of spare parts

In addition to the above, the following facilities though not mandatory will greatly assist in achieving the objectives of the course.

#### **1 HARDWARE**

- i) The PCs should be Pentium II or higher\
  - ii) The PCs SHOULD HAVE CD-ROM drive
  - iii) At least one of the PCs in the school should be fully multi-media
  - iv) A networked environment
  - v) Internet connectivity
- Printers with graphic capabilities (not necessarily in colour)

#### **2. SOFTWARE**

- i) It is recommended though not necessary that the operating system be a Graphical User Interface (GUI)
- ii) Software for the application packages may also be GUI-based which supports pointing devices

#### **Suggested Teaching Methods**

- Educational Visits
- Lectures
- Practicals
- Demonstration
- Discussions
- Simulations software e.g. downloaded websites, games
- Questions and answers
- Computer aided learning software e.g. typing tutor, training tutors

#### **Suggested Learning/Teaching Resources**

- Internet
- On-line help
- Simulation software
- Photographs/slides
- Videos an shows
- Journals/Newspapers
- Books
- Realia (real life experience)

#### **Suggested Assessment Methods**

Recommended methods of assessment that will help achieve the objectives include:

- Practical exercises in classroom (to enhance skills)
- Short answer quizzes(to test recall of technical terms)
- Assignments that will involve discussions or further reference from resource materials
- End-term exams similar to final exams offered by KNEC
- Case studies guided by the teacher.

## Time Allocation - Summary

### FORM 1 TOPICS

	Lessons
Introduction to computers	18
Computer systems	49
Operating systems	32

### FORM 2 TOPICS

Word Processors	18
Spreadsheets	18
Databases	18
Desktop publishing	15
Internet and e-mail	14
Data security and controls	6

### FORM 3 TOPICS

Data representation in a computer	26
Data processing	24
Elementary Programming principle	38
Systems development	44

### FORM 4 TOPICS

Introduction to Networking and data communication	24
Application areas of ICT	8
Impact of ICT in society	8
Career opportunities in computer field	4
PROJECT	50

## **Introduction**

The music syllabus is designed to involve the cultural expectation of a student in secondary school. It gives the learner an opportunity to know the music of Kenya and that of the rest of the world. It also provides a chance for the learner to acquire knowledge, skills and attitudes which will be useful in creative faculties, good use of leisure time and use of music as a means of communication.

The syllabus has been reorganized taking the following into consideration:

### i. **Content:**

The content has been reorganized to enable the learner begin with local Kenyan music with a view to identifying talent and gradually expanding his/her scope to the music of other countries over the four year course.

### ii. **Practical Approach:**

The learner is expected to acquire proficiency in performing selecting types of music both vocal and instrumental. This will help develop the creative skills, self-expression and satisfaction leading to employment.

### iii. **Cost Effectiveness:**

The syllabus emphasizes on improvisation and use of locally available materials and resources without compromising quality. It involves all concepts of musical knowledge suitable to the learner in secondary school. It advocates for innovativeness and is designed in such a way that the linkage with what is learned in Creative arts at primary school level is not lost. It is also designed in such a way that the knowledge, skills and attitudes acquired will enable the learner to fit in institutions of higher learning.

The music course has four units namely **Basic skills, History and Analysis, Practicals and Project**. Each unit is further subdivided into topics and subtopics with specific objectives for each sub-topic. The content has been carefully selected to infuse such pertinent contemporary issues as drug abuse, HIV/AIDS, teenage pregnancy, early marriages, integrity, child labor, gender and Information Technology (IT). At the back of the syllabus are three appendices on:

- Suggested learning and Teaching Experiences
- Suggested Resources
- Suggested Assessment Methods

Some topics like accentuation, syllabic division, word rhythm, word painting and figures of speech in melody writing are taught although they are covered in poetry and languages. This overlap is necessary when one is dealing with a topic like **composing songs** where the above concepts are used. Another area is pitch which is also covered in Physics in more detail. Study of Western History is also covered in History although our emphasis is on the music aspect. The topic on Time may also appear in other subjects like Geography and Mathematics. In Music, time must be taught in order to explain Rhythm.

The syllabus has been designed taking into consideration the time allocated to the subject, i.e. 3 lessons for forms 1 and 2 and 4 lessons for forms 3 and 4. Use of double lessons is recommended when dealing with such topics as practicals, aural, and harmony.

## General Objectives

By the end of the course, the learner should be able to:

- 1) read and write music
- 2) use musical instruments, costumes and decorations
- 3) express own ideas, emotions and experiences through composing music and dance
- 4) appreciate and contribute to development of different types of music
- 5) acquire a sense of co-operation by participating in musical activities
- 6) promote and enhance national unity by identifying through exploration, appreciation and performance of indigenous music from all parts of Kenya
- 7) contribute to the world of music through study and participate in the country's music and that of other nations
- 8) use acquired music skills for his/her well being and of others in society
- 9) use music to acquire better mental and physical health
- 10) compose music to educate society on issues affecting them
  - i) perform and enjoy song, dance and instrumental music
  - ii) develop/improve own creative skills/talents through the composition of music and dance

## Form One

1.0.0	<b>BASIC SKILLS</b>		
1.1.0	<b>Specific Objectives</b>	1.2.2	<b>Time Signature</b>
	By the end of the sub topic, the learner should be able to:		• Time signatures
	a) clap and tap rhythms		– Simple Time 2 3 4 4 4 4
	b) write note values and their corresponding rests		– Compound time 6 8
	c) clap and tap rhythms		• Bars
	d) beat time		• Bar lines
	e) explain time signatures		• Accents
	f) mark accented beats		• Grouping of notes
	g) group notes		
	h) compose own rhythms		
	i) write rhythms to given lyrics		
1.2.0	<b>Content</b>	1.2.1	<b>Rhythm</b>
	• Note values		2.0.0
			<b>MELODY</b>
		2.1.0	Pitch
		2.1.1	<b>Specific Objectives</b>
			By the end of the sub topic, the learner should be able to:
		a)	draw the treble and bass clefs on the staff
		b)	construct the major scales of C G D A F B $\flat$ and E $\flat$
		c)	sing solfa notations of a major scale
		d)	transpose melodies an octave up and down
		e)	name the technical degrees of a major scale
		f)	describe melodic intervals as major, minor or perfect
		g)	compose a four -bar melody
		h)	write lyrics to given melody

NOTE	Symbol	Rests	
• Quaver			
• Crotchet			
• Dotted crotchet			
• Minim			
• Dotted minim			
• Sembreve			



7.2.0	<b>Content</b>	8.2.3	<b>Analysis of Western music</b>	10.0.0	<b>PROJECT</b>
7.2.1	<b>African Music</b>	8.2.3	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Form</li> <li>• Dynamics</li> </ul>	10.1.0	<b>Specific Objectives</b>
	<ul style="list-style-type: none"> <li>• Music in Society           <ul style="list-style-type: none"> <li>- Roles and functions of music</li> <li>- Occasions of music</li> <li>- Categories of music</li> <li>- General characteristics of African traditional music</li> </ul> </li> </ul>	9.0.0	<b>PRACTICALS</b>	10.2.0	Content
		9.1.0	<b>Specific Objectives</b>	10.2.1	Field work – collection of folk songs and dances
			<p>By the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) collect songs for class use</li> <li>b) visit and participate in music activities</li> </ul>		<ul style="list-style-type: none"> <li>• Folk songs</li> <li>• Topical songs on issues affecting society e.g. HIV/AIDS, environment, social responsibility</li> <li>• Patriotic songs</li> </ul>
		9.2.0	<b>Content</b>	10.2.2	<b>Visits and Participation in Music activities</b>
			<p>By the end of the sub topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Perform major scales</li> <li>b) perform major arpeggios in major and minor scales</li> <li>c) Perform minor arpeggios</li> <li>d) sight sing simple melodies</li> <li>e) perform African folksongs</li> <li>f) perform music on a western instrument</li> </ul>		<ul style="list-style-type: none"> <li>• Live performances</li> <li>• Choirs</li> <li>• Recording studios</li> </ul>
		9.2.1	<b>Sight Singing</b>		
			<ul style="list-style-type: none"> <li>• Major scales ascending and descending</li> <li>• Major arpeggios ascending and descending</li> <li>• Minor arpeggios ascending and descending</li> </ul>		
		9.2.2	<b>Folk Songs</b>		
			<ul style="list-style-type: none"> <li>• Solo songs</li> <li>• Choral songs</li> </ul>		
		9.2.3	<b>Western Instruments</b>		
			<ul style="list-style-type: none"> <li>• Scales and arpeggios in C, G,D, F</li> <li>• Phrasing</li> <li>• Breath control</li> <li>• Articulation</li> <li>• Terms and signs</li> </ul>		
		8.2.2	<b>Ancient to Renaissance</b>		
			<ul style="list-style-type: none"> <li>• Gregorian chants</li> <li>• Church modes</li> <li>• Secular and sacred music</li> <li>• Development of polyphony</li> <li>• Composers</li> <li>• Forms of compositions</li> <li>• General characteristics</li> </ul>		

## Form Two

	12.2.0	Content	14.0.0	AURALS
11.0.0	BASIC SKILLS			
11.1.0	Specific Objectives		14.1.0	Specific Objectives
	By the end of the sub topic, the learner should be able to:	By the end of the sub topic, the learner should be able to:		
a)	clap and tap rhythms	Major scales of E and A, D and E	a)	write rhythms on monotone
b)	write note values and their corresponding rests	Minor scales of A, D and E	b)	write time signatures
c)	clap and tap rhythms	Composition of 8 bar melodies	c)	group notes and their corresponding rests appropriately and according to the beat.
d)	read and sing melodies	Transposition to a different key		imitate rhythms
e)	beat time	Solffa notation		
f)	group notes	Melodies to given lyrics		
g)	compose own rhythms			
11.2.0	Content	13.0.0	HARMONY	14.2.0 Content
11.2.1	Rhythm	13.1.0	Specific Objectives	14.2.1 Rhythmic dictation
	• Note values	By the end of the sub topic, the learner should be able to:	• Semi quaver	
		a)	Dotted quaver	
		b)	Dotted quaver rest	
		c)	Semi quaver rest	
11.2.2	Time signatures	13.2.0	Content	14.2.2 Triads
	- Simple Time 2 3 4	13.2.1	Intervals	• Primary triads I, IV, V in major keys
	4 4 4		• Major 2 <sup>nd</sup>	• Primary triads I, IV, V in minor keys.
	- Compound Time 6 8		• Minor 2 <sup>nd</sup>	
			• Major 3 <sup>rd</sup>	
			• Minor 3 <sup>rd</sup>	
			• Perfect 4 <sup>th</sup>	
			• Perfect 5 <sup>th</sup>	
			• Major 6 <sup>th</sup>	
			• Minor 6 <sup>th</sup>	
			• Perfect 8ve	
			• Rhythms	
				• Rhythms in simple time
				• Rhythms in compound time

15.0.0	<b>Meloidy</b>	17.0.6	<b>HISTORY AND ANALYSIS</b>
15.1.0	<b>Specific Objectives</b>	17.1.0	<b>Specific Objectives</b>
By the end of the sub topic, the learner should be able to write four bar melodies including leaps of perfect 4 <sup>th</sup> , major and minor perfect 5 <sup>th</sup> and go octave in major and minor keys.	By the end of the sub topic, the learner should be able to: a) explain and describe effects of religion and modern technology on African music b) classify traditional African instruments and their distribution c) name and describe Kenyan traditional musicians and their works d) describe the design and shape of a given folk song e) describe the role of the instruments in the performance	17.1.0	Specific Objectives

#### 15.0.0 Content

##### 15.1.1 *Barrel quaver*



##### 15.2.2 *Dotted quaver*



Simple Time  $\frac{2}{2}$   $\frac{3}{3}$   $\frac{4}{4}$   
 $\frac{3}{4}$   $\frac{4}{4}$

Compound Time  $\frac{5}{4}$   
 $\frac{6}{8}$   
 $\frac{7}{8}$  Songs

#### 16.0.0 HARMONIC INTERVALS

##### 16.1.0 Specific Objectives

By the end of the sub topic, the learner should be able to name intervals played harmonically.

#### 16.2.0 Content

##### 16.2.1 Perfect 4<sup>th</sup>, 5<sup>th</sup> and 8<sup>ve</sup>

##### 16.2.2 Major 6<sup>th</sup>

#### 17.0.6 HISTORY AND ANALYSIS

##### 17.1.0 Content

By the end of the sub topic, the learner should be able to:  
a) explain and describe effects of religion and modern technology on African music  
b) classify traditional African instruments and their distribution  
c) name and describe Kenyan traditional musicians and their works  
d) describe the design and shape of a given folk song  
e) describe the role of the instruments in the performance

##### 17.2.0 Content

##### 17.2.1 African Music

- Music in society
  - Music in society
  - Effects of formal education
  - Effects of religion
  - Effects of modern technologies
  - Classification and distribution of traditional African instruments
  - Traditional musicians

##### 17.2.2 Analysis of African Music

- Types of melodies
- Scale of melodies
- Characteristics
- Vocal and instrumental
- Timbre

#### 17.3.0 Specific Objectives

By the end of the sub topic, the learner should be able to:  
a) sing or play major and minor scales

##### 17.3.1 Perfect 4<sup>th</sup>, 5<sup>th</sup> and 8<sup>ve</sup>

##### 17.3.2 Major 6<sup>th</sup>

#### 18.0.0 WESTERN MUSIC

##### 18.1.0 Specific Objectives

By the end of the sub topic, the learner should be able to:  
a) describe vocal and instrumental forms  
b) describe baroque orchestra  
c) explain scales used during the era  
d) compare secular and sacred music during this period  
e) analyze melodies of different designs  
f) explain manner of performance

##### 18.2.0 Content

##### 18.2.1 Baroque era

- Characteristics
- Composers
- Forms
- Orchestra
- Secular and Sacred music

##### 19.2.2 Sight Singing/Reading

##### 19.2.0 Content

##### 19.2.1 Technical exercises

- Major scales ascending and descending
- Minor scales ascending and descending
- Major arpeggios ascending and descending
- Minor arpeggios ascending and descending

##### 19.2.2 Content

- Any local instrument
  - Breath control
  - Articulation
  - Phrasing
  - Fingering
  - Tonguing
  - Bowing
- Any folk song e.g. wedding song, harvest song

#### 18.0.0 WESTERN MUSIC

##### 18.1.0 Specific Objectives

By the end of the sub topic, the learner should be able to:  
a) sing a selected African folk song  
b) play a selected western piece on a western instrument  
Or  
h) sing a selected western song

##### 19.2.0 Content

##### 19.2.1 Technical exercises

- Major scales ascending and descending
- Minor scales ascending and descending
- Major arpeggios ascending and descending
- Minor arpeggios ascending and descending

##### 19.2.2 Content

##### 19.2.1 Slight Singing/Reading

- 8 bar melodies in major and minor keys

##### 19.2.2 Analysis of Western Music

##### (Melodic Analysis)

- AABA Shape
- ABCD shape
- ABCA shape
- Melodic curve
- Phrase marks
- Dynamics

##### 19.2.4 African Instruments/vocal

- Any local instrument
  - Soloist
  - Costumes and decor
  - Choreography
  - Formations
- Any folk song e.g. wedding song, harvest song

#### 18.0.0 WESTERN MUSIC

##### 18.1.0 Specific Objectives

By the end of the sub topic, the learner should be able to:  
a) sing or play arpeggios in major and minor keys  
b) sing or play sequences of sight-read song melodies of given scores  
c) perform a selected Kenyan traditional dance

## 19.2.5 Western Instrument/Voice

### 20.0.0 PROJECT

- Tablature
- Scales
- Arpeggios
- Breath control
- Embouchure
- Phrasing
- Articulation
- Terms and signs

#### 20.1.0 Specific Objectives

By the end of the sub topic, the learner should be able to:

- a) collect folk songs and dance for use in class
- b) compose an 8 bar melody on topical issues
- c) visit music centers and participate in music activities.

#### 20.2.0 Content

##### Collection of Songs and Dances

- Folk songs and dances

#### 20.2.2 Compositions on issues such as

- Teenage pregnancies
- Early marriages
- Drug abuse
- HIV/AIDS
- Environment
- Moral Integrity

#### 20.2.3 Visits

- Live performances
- Choirs/bands
- Recording studios

## Form Three

#### 21.0.0 BASIC SKILLS

#### 22.0.0 Melody

#### 21.1.0 Specific Objectives

By the end of the sub topic, the learner should be able to:

- a) name all intervals of major and minor scales
- b) write melodies involving all intervals of the scale
- c) construct all major and minor scales
- d) transpose a given melody to any interval up or down
- e) compose a 12-bar melody
- f) translate melodies from sol-fa to staff notation and vice versa
- g) write melodies to given lyrics
- h) write and interpret ornaments

#### 21.2.0 Content

#### 21.21 Rhythm

- Time signature
- Simple Time 3 2 3 4
- 4 4 4 4

#### 22.2.0 Content

#### 22.2.1 Pitch

- Melodic intervals
- Major scales F♯, D♭ and G♭
- Harmonic and melodic minor scales G, C, B, F♯ and F
- Transposing melodies
- Solfa notation
- Ornaments
- Turn



#### - Appoggiatura

#### - Acciaccatura

#### - Mordent

#### - Trill

- Bars  
- Bar lines

23.0.0	<b>HARMONY</b>	24.2.0	<b>Content</b>	26.2.0	<b>Content</b>	28.2.0	<b>Content</b>
23.1.0	<b>Specific Objectives</b>	24.2.1	Rhythmic dictation	26.2.1	Major 2 <sup>nd</sup>	28.2.1	African music
	By the end of the sub topic, the learner should be able to:		• Simple Time 3 2 3 4 8 4 4 4	26.2.1	Minor 2 <sup>nd</sup>		• Music in society
	a) name voices in 4-part harmony		• Compound Time 6 9 12 8 8 8	26.2.2	Major 3 <sup>rd</sup>		- Prominent ensembles-
	b) describe voice ranges			26.2.3	Minor 3 <sup>rd</sup>		- Isukuti, bul
	c) form chords from triads			26.2.4	Perfect 4 <sup>th</sup>		- Soloist
	d) arrange voice on the treble and bass clefs			26.2.5	Perfect 5 <sup>th</sup>		- Instruments
	e) write correct stemming of notes on the staff			26.2.6	Major 6 <sup>th</sup>		- Performers
	f) harmonise a given note in four parts			26.2.7	Minor 6 <sup>th</sup>		- Costumes ornaments and décor
	g) harmonise a given melody using triads I, II, IV, V & VI			26.2.8	Major 7 <sup>th</sup>		- Music
	h) use correct cadences			26.2.9	Minor 7 <sup>th</sup>		- Style
				26.2.10	Perfect Octave		- Vocal techniques e.g. ululation
				26.2.11			
23.2.0	<b>Content</b>	27.2.0	<b>Harmony</b>	27.1.0	<b>Specific Objectives</b>	29.1.0	<b>Specific Objectives</b>
23.2.1	<b>4 Part harmony</b>	25.0.0	Melody	27.1.0	By the end of the sub topic, the learner should be able to:	29.1.0	By the end of the sub topic, the learner should be able to:
	• Name voices S,A,T,B			a) Write and name cadences			a) Write and name chords
	• Range of voices			b) Write and name chords			
	• Chords I, II, IV, V and VI in a Major scale						
	• Perfect cadence						
	• Plagal cadence						
	• Imperfect cadence						
	• Interrupted cadence						
24.0.0	<b>AURALS</b>	25.2.0	<b>Content</b>	27.2.0	<b>Content</b>	29.2.0	<b>Content</b>
24.1.0	<b>Specific Objectives</b>	25.2.1	Melody	27.2.1	Content	29.2.1	African Music
	By the end of the sub topic, the learner should be able to:		• Melodies in major and minor keys in simple time	27.2.1	Perfect cadence		• Music in society
	a) write rhythms on monotone tap and clap to rhythms		• Melodies in major and minor keys in compound time	27.2.2	Plagal cadence		- Prominent ensembles-
	b) group notes			27.2.3	Imperfect cadence		- Isukuti, bul
	c) write correct time signatures from the given beat			27.2.4	Interrupted cadence		- Soloist
	d) write anacrusic rhythms			27.2.5	Chords I, II, IV V & VI		- Instruments
	e) write syncopated rhythms						- Performers
	f) write rhythmic patterns of given melodies						- Costumes ornaments and décor
	g) write rhythms of given melodies						- Music
							- Style
							- Vocal techniques e.g. ululation
26.0.0	<b>Harmonic Intervals</b>	26.1.0	<b>Specific Objective</b>	27.2.6	<b>Content</b>	29.2.6	<b>Content</b>
			By the end of the sub topic, the learner should be able to:	27.2.6	Content	29.2.6	African Music
			a) Explain terms and signs	27.2.6	Perfect cadence		• Music in society
			b) Explain terms and signs	27.2.6	Plagal cadence		- Prominent ensembles-
			c) Explain terms and signs	27.2.6	Imperfect cadence		- Isukuti, bul
			d) Explain terms and signs	27.2.6	Interrupted cadence		- Soloist
			e) Explain terms and signs	27.2.6	Chords I, II, IV V & VI		- Instruments
			f) Explain terms and signs	27.2.6			- Performers
			g) Explain terms and signs	27.2.6			- Costumes ornaments and décor
			i) Explain terms and signs	27.2.6			- Music
			j) Explain terms and signs	27.2.6			- Style
			k) Explain terms and signs	27.2.6			- Vocal techniques e.g. ululation
			l) Explain terms and signs	27.2.6			
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<b>29.2.0</b>	<b>Content</b>	
29.2.1	Classical and Romantic music	
	• Composers	
	• General characteristics	
	• Vocal forms	
	• Instrumental forms	
	• Orchestra	
	• Sacred and secular music	
	• Programme music	
	• Nationalism	
29.2.2	<b>Melodic and Harmonic Analysis</b>	
	• Binary form	
	• Ternary form	
	• Rondo form	
	• Theme and variation form	
	• Perfect cadence	
	• Imperfect cadence	
	• Phugal cadence	
	• Interrupted cadence	
	• Terms and signs	
30.0.0	<b>PRACTICALS</b>	
30.1.0	<b>Specific Objectives</b>	
	By the end of the sub topic, the learner should be able to:	
a)	perform a selected African traditional dance	
b)	sing a selected folksong	
c)	play a selected piece on instruments	
d)	accompany a selected folksong	
e)	sing selected songs	
f)	play selected pieces	
30.2.0	<b>Content</b>	
30.2.1	<b>Dance</b>	
	• Any local dance e.g. Ndumo, Chepkongo, Hellia, Entabana, Kamabeka.	
30.2.2	<b>African Instruments/Voice</b>	
	• Any local folk song e.g. ritual, marriage, work songs etc.	
	• Selected instruments from	
	– String instruments	
	– Wind instruments	
	– Melodic idiophones	
	– Drum set	
30.2.3	<b>Western Instruments/voice</b>	
	• Technical exercises	
	– Scales	
	– Arpeggios	
	– Sequences	
	• Song materials	
31.0.0	<b>PROJECT</b>	
31.1.0	<b>Specific Objectives</b>	
	By the end of the sub topic, the learner should be able to:	
a)	collect and perform folk songs	
b)	collect and perform topical songs	
c)	collect and perform dances	
d)	collect musical instruments	
e)	compose songs and dances on topical issues	
f)	visit and participate in music activities	
31.2.0	<b>Content</b>	
31.2.1	<b>Collection of folksongs, topical songs and instruments</b>	
	• Folk songs	
	• Dances	
	• Musical instruments	
	• Compositions	
	• Topical issues e.g. drug abuse, HIV/AIDS, Environment	

## Form Four

<p><b>32.0.0 BASIC SKILLS</b></p> <p><b>32.1.0 Specific Objectives</b> By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) clap and tap to rhythms</li> <li>b) beat time</li> <li>c) group notes</li> <li>d) compose own rhythms</li> <li>e) write rhythms to given lyrics</li> <li>f) write and use duplets correctly</li> </ul> <p><b>32.1.0 Content</b></p> <p><b>32.2.1 Rhythm</b> • Time</p> 	<p><b>33.2.0 Content</b></p> <p><b>33.2.1 Pitch</b> • Transposition of melodies</p> <ul style="list-style-type: none"> <li>- Open and closed score</li> <li>- C clefs (alto and tenor)</li> </ul> <p>• Compositions on topical issues e.g. HIV/AIDS, integrity, ICT</p> <ul style="list-style-type: none"> <li>• Melodic chromatic scales</li> <li>• Ascending and descending</li> <li>• Harmonic chromatic scales</li> <li>• Ascending and descending</li> <li>• Modulation to closely related keys</li> </ul> <p><b>34.0.0 HARMONY</b></p> <p><b>34.1.0 Specific Objectives</b> By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) State rules of harmony</li> <li>b) State and apply rules of 4 part harmony</li> <li>c) Choose correct chord progression</li> <li>d) Use 6 chords correctly</li> </ul> 	<p><b>35.0.0 AURALS</b></p> <p><b>35.1.0 Specific Objectives</b> By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Write rhythms on monotone</li> <li>b) Clap and tap rhythms</li> <li>c) Group notes</li> <li>d) Write correct time signatures from the given rhythms</li> <li>e) Write anacrusic rhythms</li> <li>f) Write syncopated rhythms</li> <li>g) Write rhythms of given melodies</li> <li>h) Write rhythms to given lyrics</li> <li>i) Write 8 bar melodies in major keys in simple time</li> <li>j) Write 8 bar melodies in minor keys in simple time</li> <li>k) Write 8-bar melodies in major keys in compound time</li> <li>l) Describe all harmonic intervals of a major scale</li> <li>m) Name chords</li> <li>n) Name cadences in a harmonic passage</li> </ul> <p><b>35.2.2 Melody</b> • 8- bar melodies in major and minor keys in simple and compound time</p> 
<p><b>35.2.2 Melody</b> • 8- bar melodies in major and minor keys in simple and compound time</p> <p><b>35.2.3 Harmonic intervals</b> • All major, minor and perfect intervals of a major scale</p> <p><b>35.2.4 Cadences</b> • Chords I, II, IV, V and VI • Cadences</p> <ul style="list-style-type: none"> <li>a) Perfect</li> <li>- Plagal</li> <li>- Imperfect and Interrupted</li> </ul> <p><b>35.2.4 Cadences</b> • Chords I, II, IV, V and VI • Cadences</p> <ul style="list-style-type: none"> <li>a) Perfect</li> <li>- Plagal</li> <li>- Imperfect and Interrupted</li> </ul> <p><b>36.0.0 HISTORY AND ANALYSIS</b></p> <p><b>36.1.0 Specific Objectives</b> By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Explain the relationship between music and language</li> <li>b) Explain the relationship between music and dance</li> <li>c) Describe the traditional way of training musicians</li> <li>d) Explain the performance in a set work</li> <li>e) Describe the shape and form of the set work</li> <li>f) Name and explain the relationship of the members of the ensemble</li> <li>g) Explain the role of various instruments</li> <li>h) Explain the type of work each instrument does</li> </ul> <p><b>36.0.0 HISTORY AND ANALYSIS</b></p> <p><b>36.1.0 Specific Objectives</b> By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Explain the relationship between music and language</li> <li>b) Explain the relationship between music and dance</li> <li>c) Describe the traditional way of training musicians</li> <li>d) Explain the performance in a set work</li> <li>e) Describe the shape and form of the set work</li> <li>f) Name and explain the relationship of the members of the ensemble</li> <li>g) Explain the role of various instruments</li> <li>h) Explain the type of work each instrument does</li> </ul> <p><b>37.0.0 MELODY</b></p> <p><b>37.1.0 Specific Objectives</b> By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Compose 16 bar melodies with modulations</li> <li>b) Modulate to closely related major and minor keys</li> <li>c) Transpose to the C Clef</li> <li>d) Translate melodies from solfa to staff notation and vice versa</li> <li>e) Write melodies to given lyrics</li> <li>f) Compose melodies on topical issues</li> <li>g) Construct harmonic and melodic chromatic scales</li> </ul> <p><b>38.0.0 MELODY</b></p> <p><b>38.1.0 Specific Objectives</b> By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Compose 16 bar melodies with modulations</li> <li>b) Modulate to closely related major and minor keys</li> <li>c) Transpose to the C Clef</li> <li>d) Translate melodies from solfa to staff notation and vice versa</li> <li>e) Write melodies to given lyrics</li> <li>f) Compose melodies on topical issues</li> <li>g) Construct harmonic and melodic chromatic scales</li> </ul>		

36.2.0	<b>Content</b>	37.2.0	<b>Content</b>	38.2.0	<b>Content</b>	39.0.0	<b>PROJECT</b>
36.2.1	<b>African music</b>	37.2.1	<b>20<sup>th</sup> Century music</b>	38.2.1	<b>Dance</b>	39.1.0	<b>Specific Objectives</b>
	<ul style="list-style-type: none"> <li>• Music in society           <ul style="list-style-type: none"> <li>- Relationship between music and language</li> <li>- Relationship between music and dance</li> <li>- Training of musicians</li> <li>- Place of musician</li> </ul> </li> <li>• Analysis of African music (Prescribed work)           <ul style="list-style-type: none"> <li>- Form</li> <li>- Ensemble</li> <li>- Role of various performers</li> <li>- Instrumentation</li> <li>- Type of work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Atonality</li> <li>• Serial music</li> <li>• Impressionism</li> <li>• Expressionism</li> <li>• Chance music</li> <li>• Forms</li> <li>• Neo-classicism</li> <li>• Composers</li> </ul>	<ul style="list-style-type: none"> <li>• Any local dance e.g. Isukuti, Senganya, Owalo, Kilumi</li> </ul>	<ul style="list-style-type: none"> <li>• Any local folk song e.g.           <ul style="list-style-type: none"> <li>- Ritual song</li> <li>- Marriage song</li> <li>- Work song</li> <li>- Herding song</li> <li>- Harvest song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Selected instrument form           <ul style="list-style-type: none"> <li>- String</li> <li>- Wind</li> <li>- Melodic idiphone</li> <li>- Drum set</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Collection of Songs, Dances and Instruments           <ul style="list-style-type: none"> <li>• Folk songs</li> <li>• Dances</li> <li>• Instruments</li> <li>• Compositions</li> <li>• Topical songs e.g. on               <ul style="list-style-type: none"> <li>- HIV/AIDS</li> <li>- Integrity and social responsibility</li> <li>- Gender</li> <li>- Drug abuse</li> <li>- Environmental issues</li> </ul> </li> </ul> </li> </ul>	<p>By the end of the topic, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Collect and perform folk songs and dances</li> <li>Collect and perform topical songs</li> <li>Collect and play instruments</li> <li>Compose songs and create dances</li> <li>Visit and participate in music performances</li> </ol>
				39.2.0	<b>Content</b>	39.2.1	<b>Collection of Songs, Dances and Instruments</b>
							<ul style="list-style-type: none"> <li>• Choirs</li> <li>• Bands</li> <li>• Broadcasting stations</li> <li>• Live performance</li> <li>• Recording studio</li> </ul>
				38.2.2	<b>African instruments</b>	39.2.2.	<b>Visits and participation</b>
					<ul style="list-style-type: none"> <li>• Any local folk song e.g.           <ul style="list-style-type: none"> <li>- Ritual song</li> <li>- Marriage song</li> <li>- Work song</li> <li>- Herding song</li> <li>- Harvest song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Western Instruments/Voice           <ul style="list-style-type: none"> <li>• Technical exercises               <ul style="list-style-type: none"> <li>- Major and minor arpeggios</li> <li>- Sequence</li> </ul> </li> <li>• Sight singing</li> <li>• Sight reading</li> <li>• Set pieces</li> </ul> </li> </ul>	<p>By the end of the topic, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Perform a selected traditional African dance</li> <li>Sing a selected African folk song           <ul style="list-style-type: none"> <li>Or</li> <li>c) Play a selected piece on an African instrument</li> <li>d) Sing a selected song               <ul style="list-style-type: none"> <li>Or</li> <li>e) Play a selected piece</li> </ul> </li> </ul> </li> </ol>
				38.2.3	<b>Analysis Western of Music (Prescribed work)</b>	38.0.0	<b>PRACTICALS</b>
					<ul style="list-style-type: none"> <li>• Forms           <ul style="list-style-type: none"> <li>• Key system</li> <li>• Terms and signs</li> <li>• Dynamics</li> <li>• Rhythmic features</li> <li>• Orchestration</li> <li>• Styles</li> <li>• Texture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Set pieces</li> <li>• Describes the styles and forms of composition of set composers</li> <li>• Explain the form of the work</li> <li>• Explain the key system</li> <li>• Explain terms, signs and dynamics used</li> <li>• Describe rhythmic features</li> <li>• Describe orchestration</li> </ul>	<p>By the end of the topic, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Perform a selected traditional African dance</li> <li>Sing a selected African folk song           <ul style="list-style-type: none"> <li>Or</li> <li>c) Play a selected piece on an African instrument</li> <li>d) Sing a selected song               <ul style="list-style-type: none"> <li>Or</li> <li>e) Play a selected piece</li> </ul> </li> </ul> </li> </ol>
				38.1.0	<b>Specific Objectives</b>		
							<p>By the end of the topic, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Play a selected piece on an African instrument</li> <li>Sing a selected song           <ul style="list-style-type: none"> <li>Or</li> <li>e) Play a selected piece</li> </ul> </li> </ol>

## Suggested Learning and Teaching Experiences

- 1) Clapping rhythms
- 2) Tapping rhythms
- 3) Writing rhythms
- 4) Beating time
- 5) Barring rhythmic phrases
- 6) Grouping notes
- 7) Writing notes
- 8) Writing scales
- 9) Singing scales
- 10) Describing intervals triads, vocal techniques
- 11) Playing intervals
- 12) Writing music
- 13) Describing triads
- 14) Listening and imitating given melodies
- 15) Discussing
- 16) Singing
- 17) Sight singing and sight reading
- 18) Performing African folk songs
- 19) Playing music
- 20) Composing melodies, music
- 21) Ear training
- 22) Visiting music centers and participating in music activities
- 23) Harmonization
- 24) Voice training
- 25) Dancing
- 26) Giving explanations on composers, works, historical periods
- 27) Following given guidelines
- 28) Naming composers
- 29) Music appreciation

## Suggested Resources

- 1) Charts
- 2) Flash cards
- 3) Music scores/song sheets
- 4) Resource persons
- 5) Live performances
- 6) Recorded materials
  - Audio
  - Audio-visual
- 7) Music manuals/tutors/tablatures
- 8) Melodies
  - known melodies
  - given melodies
  - composed melodies
- 9) Instruments
  - Melodic instruments
  - Traditional African instruments
  - Drums
  - Keyboard
- 10) Songs
  - African folk songs
  - Western songs
  - Art songs
- 11) Selected topical (emerging issues) such as:
  - Child labour
  - Drug abuse
  - HIV/AIDS
  - Integrity
  - Environmental issues
  - Teenage pregnancy
  - Early marriages
  - Gender
  - Information technology (IT)
  - Social responsibilities

- 12) Music Centres
- 13) Recording studios
- 14) Choirs
- 15) Bands
- 16) Cultural and music festivals
- 17) Photographs
- 18) Costumes and decor
- 19) Guidelines on project work
- 20) Dance properties e.g. sticks, spears, shields etc

### APPENDIX III

#### Suggested Assessment Method

- 1) Written exercises
- 2) Rhythmic dictation
- 3) Melodic dictation
- 4) Sight singing
- 5) Sight reading
- 6) Assignment
- 7) Discussion
- 8) Observation
- 9) Clapping and tapping rhythms
- 10) Composing melodies
- 11) Performance
  - Technical exercises
  - Folksongs
  - Western songs
  - African instruments
  - Western instruments
  - Dances
  - Choral (African and Western)
- 12) Presentation
  - Folk songs
  - Dances
  - Assigned projects
- 13) Projects

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Published and printed by

**KENYA INSTITUTE OF EDUCATION**  
CURRICULUM DEVELOPMENT AND RESEARCH CENTRE  
MURANGA ROAD  
P.O BOX 00100-30231  
NAIROBI