

The New Senior Secondary Curriculum for Sierra Leone

Subject syllabus for Music as an Applied Subject
Subject stream: Social and Cultural Studies



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



Syllabus for Music as an Applied Subject

Description

“Applied Music” is an integral part of the entertainment industry and covers many aspects: Music, Dance, Theatre, Film, Broadcasting, DJ, Sound Engineering, Artist Management

Rationale for including Music as an Applied Subject in the Senior Secondary School Curriculum

- a) Music has been an important characteristic of the human condition since the beginning of history, as evidenced by research; see (cf. [Blacking, 1976](#); [Brown, 1999](#); [Mithen, 2005](#); [Dissanayake, 2012](#); [Higham et al., 2012](#); [Cross, 2016](#)). Many studies reveal how music has influenced human beings, especially children and their cognitive and psychological development (IH Gojmerac, 2018)
- b) Listening to music, playing a musical instrument, composing, arranging, improvising, moving to music and singing, helps to develop that part of the human brain that will also help the learner cope with science subjects and languages
- c) Music enhances creativity
- d) Music helps to build teamwork. Examples include, playing in the school band, singing in the school choir, performing in a cultural group
- e) It leads to the improvement of motor skills, discipline, self-esteem, and coordination
- f) It can contribute to the development of language, reasoning and memory skills
- g) Music helps to create cultural awareness, increase social cohesion, and build identity
- h) Every school needs to create a musically nurturing environment so that pupils learn to be positive consumers of music in all its varied aspects
- i) Music can be source of fun and enjoyment, and a tool for building friendships

General Learning Outcomes

At the end of the course, students will be able to:

- Experience and enjoy music making in the Western tradition and in the African context.
- Demonstrate the ability to play at least one musical instrument
- Differentiate between types of music by listening
- Incorporate movement into African music making
- Interact musically with others in the community
- Undertake guided research work in African music with special reference to Sierra Leone
- Demonstrate a broad understanding of how the music entertainment industry operates
- Explain musicians' rights, especially copyright



Subject content outline by broad themes and topics

Music Practical

- How to play an instrument from the western art tradition, reading notation at beginner up to intermediate level
- How to play an instrument from the Sierra Leone indigenous music tradition, including the masks
- Understand the context of masks in Sierra Leone society

The entertainment industry

- Understand the various components of the entertainment industry in Sierra Leone
- Understand the Copyright Act 2011 and understand its implications.
- Understand the role of the sound engineer

Composing

- Short compositions for specific advertisements
- A film snippet
- A hymn
- A rap

Attachment

- Undertake a short attachment to an entity related to the entertainment industry, if possible, to gain first-hand experience of the operations of the industry

End-of-year performance

- A practical performance in front of an audience
- A presentation on how to market an event like a concert



Structure of the Syllabus Over the 3-Year Senior Secondary Cycle

	SSS 1	SSS 2	SSS 3
Term 1	<ul style="list-style-type: none"> • Study of western instrument or indigenous instrument at beginner level • Indigenous music of Goombay and Milo jazz • Introduction to copyright 	<ul style="list-style-type: none"> • Study of western instrument or indigenous instrument at intermediate level • Indigenous music of the Matorma mask • Create an advertisement for malaria medicine using music 	<ul style="list-style-type: none"> • Study of western instrument or indigenous instrument at intermediate or higher level • Indigenous music of the Koranko people • Analysis of films
Term 2	<ul style="list-style-type: none"> • Study of western instrument or indigenous instrument at beginner's level • Indigenous music of Bubu and Goboï mask • Examine the role of the sound engineer 	<ul style="list-style-type: none"> • Study of western instrument or indigenous instrument at intermediate level • Indigenous music of the Soweï and Falui mask • Examine the role of the DJ in the entertainment industry 	<ul style="list-style-type: none"> • Study of western instrument or indigenous instrument at intermediate level • Indigenous music of the Susu people • Organize an attachment to an entertainment entity
Term 3	<ul style="list-style-type: none"> • Study of western instrument or indigenous instrument • Indigenous music of the Nafali mask • Compose the music for use in an advertisement • Organise a production 	<ul style="list-style-type: none"> • Study of western instrument or indigenous instrument at intermediate level • Indigenous music of the Foulah people • Compose a hymn • End of year performance 	<ul style="list-style-type: none"> • Study of western instrument or indigenous instrument at intermediate level • Indigenous music of the Madingo people • Compose a Rap • End of year performance



Teaching Syllabus

Senior Secondary Level 1

Topic, Theme or Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Term 1				
Study of either a western instrument or an indigenous instrument	Learners will be able to play an instrument either as a soloist or in a group at elementary level	<ul style="list-style-type: none"> For western art tradition, use a specialist tutor. Assign regular practice time to enable the pupil to gain playing skill and assess the level of capability before moving on to the next unit. For indigenous music, use a coach to study the Goombay and Milo. encourage practice, until the learners obtain the correct speed and can communicate with others in the group through the music. Learn the songs and dance movements. Explain the context of the music inside the culture of the ethnic group. Help the learners keep a music portfolio with descriptions of the instrument, and context of the music within the Krio culture. 	Tutors for the instruments Invite a practitioner of Goombay Music to coach Watch videos of instruments being played, and Goombay dancing on YouTube and other sources	Perform on one instrument in either the western art tradition or indigenous music tradition. Check each portfolio to keep it relevant and interesting
The entertainment industry	Learners will be able to: <ul style="list-style-type: none"> list the various facets of the entertainment industry in Sierra Leone 	<ul style="list-style-type: none"> Help the learner to find out about the entertainment industry by sharing the Bill for Copyright Protection. Consider what piracy means. Discuss the issue of piracy in Sierra Leone. Does it happen? Are there 	The Copyright Act 2011 of Sierra Leone Website https://www.musicinafrica.net/magazine/copyright-royalties-and-piracy-sierra-leone	Perform the role play at the end of the term to an audience



	<ul style="list-style-type: none"> understand what copyright is and how it affects artists 	<p>laws to protect the artist? Are laws enforced?</p> <ul style="list-style-type: none"> Enable the learner to find out what goes into song production. What are the legal paths to be taken? What are the obligations of the vendors of CDs and DVDs? To what extent are copyright laws enforced in Sierra Leone? Give examples. Encourage the learner to take notes and record them in the portfolio. Create a role play on the challenges facing the recording artist in Sierra Leone 		
Term 2				
Study of either a western instrument or indigenous instrument (continue from first term)	The learner will be able to play an instrument at an elementary level either as a soloist or with a group	<ul style="list-style-type: none"> For western art tradition, use tutor for the instrument. Explain the notation according to its gradual presentation on the tutor. Assign practice on the unit and assess it before moving on to the next unit. For indigenous music, study the bubu and the Goboï mask. Imitate the coach by ear, applying the instructions directly to the instrument. Encourage practice until the learner obtains the correct speed and can communicate with others in the group through the music. Learn the songs and dance movements. 	<p>Assign a tutor for the instrument.</p> <p>A practitioner of Bubu music, and one for the Goboï mask to coach</p> <p>Watch videos of instruments being played, and mask dancing on YouTube and other sources</p> <p>Encourage learners to join a band or choir to enhance enjoyment of the chosen instrument</p>	<p>Perform on one instrument in either the western art tradition or indigenous music tradition.</p> <p>Check the portfolios to keep them relevant and interesting</p>



		<ul style="list-style-type: none"> • Explain the context of the music inside the culture of the ethnic group. • Encourage the learners to keep portfolios with descriptions of instrument, and context of the music within the Themne and Mende culture. 	Attend performances like concerts, festivals, parades	
The entertainment industry	Learners will be able to explain what happens during a sound recording	<ul style="list-style-type: none"> • Teacher introduces learner to a studio, and the equipment in it, and purposes of each piece of equipment. • Learner observes how the producer records an artist, and asks questions about the process • Teacher enables learner to make notes on the equipment and process of recording, checking that the learner has identified the names of the equipment correctly 	A recording studio with basic equipment	Learners present the portfolios for assessment
Term 3				
Study of either a western instrument or indigenous instrument (continue from first and second term)	Learners will be able to play an instrument at an elementary level either as a soloist or with a group	<ul style="list-style-type: none"> • For western art tradition, use tutor for the instrument. Explain the notation according to its gradual presentation on the tutor. Assign practice on the unit and assess it before moving on to the next unit. • For indigenous music, study the Nafali mask. Imitate the coach by ear, applying the instructions directly to the instrument. Practice until the learner obtains the correct speed 	<p>Tutor for the instrument</p> <p>A practitioner of the Nafali mask to coach</p> <p>Watch videos of instruments being played, and mask dancing on YouTube and other sources</p>	<p>Perform on one instrument in either the western art tradition or indigenous music tradition.</p> <p>Check the portfolios to keep them accurate and interesting</p>



		<p>and can communicate with others in the group through the music. Learn the songs and dance movements.</p> <ul style="list-style-type: none"> • Explain the context of the music inside the culture of the ethnic group. <p>Enable learner to keep a portfolio with descriptions of instrument, mask, and context of the music within the Mende culture.</p>	<p>Join a band or choir to enhance enjoyment of your instrument</p> <p>Attend performances like concerts, festivals, parades</p>	
Compose relevant music for an advertisement	Learners will be able to play music for an advertisement for a bank	<ul style="list-style-type: none"> • Encourage the learner to listen to and watch some TV and radio ads. Discuss the effectiveness of the music, to what degree it adds to impact. What the musical techniques were used? Split class into groups, and see if the learners can adopt similar ideas for the ad, using the keyboard and other sound sources? • Help the learners to record their music • Include their experiences in their portfolio 	<p>TV, radio, keyboard, and other sound sources</p> <p>Recording equipment</p>	<p>Perform the ad for the rest of the class.</p> <p>Check the portfolio for the relevant information</p>



Senior Secondary Level 2

Topic, Theme or Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Term 1				
Study of either a western instrument or indigenous instrument (continue from SSS 1)	Learners will be able to play an instrument at an intermediate level either as a soloist or with a group	<ul style="list-style-type: none"> For western art tradition, use tutor for the instrument. Explain the notation according to its gradual presentation on the tutor. Assign practice on the unit and assess it before moving on to the next unit. For indigenous music, study the Matorma mask. Encourage practice until the learner obtains the correct speed and can communicate with others in the group through the music. Learn the songs and dance movements. Explain the context of the music inside the ethnic culture. Encourage learners, to keep portfolios with descriptions of instrument, mask, and context of the music within the Limba culture. 	<p>Tutor for the instrument A practitioner of the Matorma mask to coach Watch videos of instruments being played, and mask dancing on YouTube and other sources</p> <p>Join a band or choir to enhance enjoyment of your instrument</p> <p>Attend performances like concerts, festivals, parades</p>	<p>Perform on one instrument in either the western art tradition or indigenous music tradition.</p> <p>Check the portfolios to keep them relevant and interesting</p>
Compose Music for an ad	Learners will be able to play music for an ad for malaria medicine	<ul style="list-style-type: none"> Teacher should encourage the learner to watch a few ads played on TV and radio. Discuss the way music, increases the ad's impact. What were the musical techniques used? Split the class into groups, and see if the learners can adopt similar ideas for the ad, using the keyboard and other sound sources? 	<p>TV, radio, keyboard, and other sound sources</p> <p>Recording equipment</p>	<p>Perform the ad for the rest of the class.</p> <p>Check the portfolio for the relevant information</p>



		<ul style="list-style-type: none"> • Enable the learners to record their music • Include their experiences in their portfolio 		
Term 2				
Study of either a western instrument or indigenous instrument (continue from SSS 1)	Learners will be able to play an instrument at an intermediate level either as a soloist or with a group	<ul style="list-style-type: none"> • For western art tradition, use tutor for the instrument. Explain the notation according to its gradual presentation on the tutor. Assign practice on the unit and assess it before moving on to the next unit. • For indigenous music, study the Soweï and Falui mask. Imitate the coach by ear, applying the instructions directly to the instrument. Practice until the learner obtains the correct speed and can communicate with others in the group through the music. Learn the songs and dance movements. • Explain the context of the music inside the ethnic culture. • Encourage learners to keep portfolios with descriptions of instrument, mask and context of the music within the Mende culture. 	<p>Tutor for the instrument A practitioner of the Soweï and one for the Falui mask to coach Watch videos of instruments being played, and mask dancing on YouTube and other sources</p> <p>Encourage learners to join a band or choir to enhance enjoyment of your instrument</p> <p>Attend performances like concerts, festivals, parades</p>	<p>Perform on one instrument in either the western art tradition or indigenous music tradition.</p> <p>Check the portfolio to keep it relevant and interesting</p>
The role of the typical Disc Jockey	Learners will be able to: <ul style="list-style-type: none"> • Explain the work of a DJ • Appreciate the qualities of being a successful DJ 	<ul style="list-style-type: none"> • Encourage the learners to attend a social event like a party which uses a DJ. • The learner should observe the equipment and playlist owned by the DJ. How does he get the music? What about occasions like state 	This is mostly an oral activity	Give a short talk on what s/he has learned about being a DJ and answer questions



		<p>events and somber occasions like a wake or funeral?</p> <ul style="list-style-type: none"> • Encourage learners to observe how the DJ selects the music during a function to suit the mood of the occasion. • Alternatively, the teacher could create a hypothetical party and ask learners to make music choices for the first two hours, the next two hours and so on. 		
Term 3				
Study of either a western instrument or indigenous instrument (continue from SSS 1)	Learners will be able to play an instrument at an intermediate level either as a soloist or with a group	<ul style="list-style-type: none"> • For western art tradition, use tutor for the instrument. Explain the notation according to its gradual presentation on the tutor. Assign practice on the unit and assess it before moving on to the next unit. • For indigenous music, study the music of the Foulah people. Imitate the coach by ear, applying the instructions directly to the instrument. Encourage practice until the learner obtains the correct speed and can communicate with others in the group through the music. Learn the songs and dance movements. • Explain the context of the music inside the ethnic culture. • Encourage learners to keep portfolios with descriptions of instrument, and context of the music within the Foulah culture. 	<p>Tutor for the instrument</p> <p>A practitioner of the Foulah music to coach and provide relevant instruments.</p> <p>Watch videos of instruments being played on YouTube and other sources</p> <p>Join a band or choir to enhance enjoyment of your instrument</p> <p>Attend performances like concerts, festivals, parades</p>	<p>Perform on one instrument in either the western art tradition or indigenous music tradition.</p> <p>Check the portfolios to keep them relevant and interesting</p>



Hymn composition	Learners will be able to <ul style="list-style-type: none"> describe the purpose of a hymn compose a hymn add free harmony 	<ul style="list-style-type: none"> Encourage learners to select a topic to compose a hymn. Allow learners to form groups to work on firstly the lyrics and then the melody of the hymn. Language is their choice. Allow learners time to rehearse and include free harmonies Teacher can assist with audio and video recording Enable learners to input the experience, the lyrics and recordings in their portfolio 	<p>Keyboard and other sound sources</p> <p>Recording equipment</p>	<p>Each group will perform the hymn</p> <p>Grades can be given for commitment, originality, attractiveness, popularity, content of lyrics</p>
End of year performance Concert	At the end of the unit, learner will be able to: <ul style="list-style-type: none"> participate in the end-of-year concert market an event 	<ul style="list-style-type: none"> Teacher and learners list down items they could present for an end-of-year concert of no more than 2 hours. Teacher allows rehearsal time and assists with individuals or groups that need to improve on their skills or create props Teacher allows learners to develop strategies to market the concert 	<p>Instruments</p> <p>Performance space</p> <p>Advertising material</p> <p>Props</p>	<p>Learners can obtain individual and group grades for their performances</p>



Senior Secondary Level 3

Topic, Theme or Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Term 1				
Study of either a western instrument or indigenous instrument (continue from SSS 2)	Learners will be able to play an instrument at an intermediate level either as a soloist or with a group	<ul style="list-style-type: none"> For western art tradition, use tutor for the instrument. Explain the notation according to its gradual presentation on the tutor. Assign practice on the unit and assess it before moving on to the next unit. For indigenous music, study the music of the Koranko people. Imitate the coach by ear, applying the instructions directly to the instrument. Practice until the learner obtains the correct speed and can communicate with others in the group through the music. Learn the songs and dance movements. Explain the context of the music inside the culture of the ethnic group. Enable learners to keep a portfolio with descriptions of instrument, and context of the music within the Koranko culture. 	<p>Tutor for the instrument</p> <p>A practitioner of Koranko music to coach, and instruments of the Koranko musicians</p> <p>Watch videos on You Tube (and other sources) of instruments being played.</p> <p>Join a band or choir to enhance the enjoyment of your instrument</p> <p>Attend performances like concerts, festivals, parades</p>	<p>Performance on one instrument in either the western art tradition or indigenous music tradition.</p> <p>Check the portfolio to keep it relevant and interesting</p>
Film in the entertainment industry	Learners will be able to: <ul style="list-style-type: none"> Explain the part that music plays in a film Compose music to a one-minute slot in a 	<ul style="list-style-type: none"> Teacher can enable the learner to look at film footage for about ten minutes with the object of observing where music is used, and the effect it creates in the film. Encourage learners to discuss, isolating the 	A projector and screen, laptop, and internet	Perform the music that has been created to accompany the car chase scene in the movie.



	film showing a scene like a car chase	techniques used to obtain the feeling for the scene. Teacher shows a scene in a movie showing a car chase (or any other topic) lowering the volume. Learners can compose the music that could accompany that snippet. Learners are asked to compose this snippet of music. Work in a group. Play the snippet to the rest of the class		Learners can decide which is most effective
Term 2				
Study of either a western instrument or indigenous instrument (continue from first term)	Learners will be able to play an instrument at an intermediate level either as a soloist or with a group	<ul style="list-style-type: none"> • For western art tradition, use tutor for the instrument. Explain the notation according to its gradual presentation on the tutor. Assign practice on the unit and assess it before moving on to the next unit. • For indigenous music, study the music of the Susu people. Imitate the coach by ear, applying the instructions directly to the instrument. Encourage practice until the learner obtains the correct speed and can communicate with others in the group through the music. Learn the songs and dance movements. • Explain the context of the music inside the ethnic culture. • Encourage learners to keep portfolios with descriptions of instrument, and context of the music within the Susu culture. 	<p>Select a tutor for the instrument</p> <p>A practitioner of Susu music to coach and provide Susu instruments.</p> <p>Watch videos of instruments being played on YouTube and other sources</p> <p>Join a band or choir to enhance enjoyment of your instrument</p> <p>Attend performances like concerts, festivals, parades</p>	<p>Perform on one instrument in either the western art tradition or indigenous music tradition.</p> <p>Check the portfolio to keep it relevant and interesting</p>



<p>Possible attachments to musical entities</p>	<p>At the end of the unit, the learner will be able to describe the operations of the entity to which s/he was attached</p>	<ul style="list-style-type: none"> • Teacher can allocate learners to any of the following entities as a volunteer for first-hand experience, one day a week: Music school/department, school band, RSLAF band (regimental and pop), SLP band (regimental and pop), church choir, cultural group, radio station, TV station, music studio • Learners should be given guidelines and a template for recording their experiences e.g. interviews with supervisors, colleagues, events • Teacher should assist with keywords such as – group members, instruments, equipment, managers, interaction, rehearsal techniques -for learners to include their roles into their portfolio. 	<p>Use template and preparation for the assignment</p>	<p>Presentation by learner to the class about his/her experiences during the attachment How interested were the audience?</p>
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Term 3				
<p>Study of either a western instrument or indigenous instrument (continue from second term)</p>	<p>The learner will be able to play an instrument at an intermediate level either as a soloist or with a group</p>	<ul style="list-style-type: none"> • For western art tradition, use tutor for the instrument. Explain the notation according to its gradual presentation on the tutor. Assign practice on the unit and assess it before moving on to the next unit. • For indigenous music, study the music of the Madingo people. Imitate the coach by ear, applying the instructions directly to the instrument. Practise until the learner obtains the 	<p>Tutor for the instrument A practitioner of Madingo music to coach, and instruments of the Madingo musicians Watch videos on You Tube (and other sources) of relevant instruments being played</p>	<p>Perform on one instrument in either the western art tradition or indigenous music tradition. Check the final portfolios to assess how accurate and relevant they are</p>



		<p>correct speed and can communicate with others in the group through the music. Learn the songs and dance movements.</p> <ul style="list-style-type: none"> • Explain the context of the music inside the culture of the ethnic group. • Enable learner to keep a portfolio with descriptions of instrument, and context of the Madingo music within the culture. 	<p>Join a band or choir to enhance enjoyment of your instrument</p> <p>Attend performances like concerts, festivals, parades</p>	
Introduction to composing a rap	Learners will be able to perform a rap to accompaniment	<ul style="list-style-type: none"> • Teacher should encourage the learner to select a topic to compose a rap. Allow learners to form groups to work on the lyrics of the rap. • Allow learners time to select the beat and rehearse with body percussion and other sound sources • The Teacher should assist with audio and video recording • Enable learners to input the experience, the rap lyrics, and recordings in their portfolio 	<p>Keyboard and other sound sources</p> <p>Recording equipment</p>	<p>Each group will perform the rap</p> <p>Grades can be given for commitment, originality, attractiveness, popularity, content of lyrics</p>