MESSAGE FROM THE MINISTER OF EDUCATION

I wish to extend my thanks and appreciation to ECSEL, UNESCO and all our partners for their immense contribution to this important task of revising and strengthening of the National Curriculum. Special thanks to USAID through LTTP for their funding and technical support in the harmonization or realignment of the curriculum. We extend sincere thanks and appreciation to the Bureau of Curriculum Development and Textbook Research, the National Curriculum Taskforce, and the subject specialists from various institutions for the level of professionalism that went into this exercise.

The revision and strengthening of our National Curriculum comes at a time when our nation is faced with the Herculean task or challenge of education transformation, national reconstruction, recovery and renewal in the aftermath of a devastating civil war. Hence, critical to this national challenge is the rebuilding of the education sector as Liberians can not achieve the desired socio-economic progress in the absence of a strong, vibrant and productive education and training system.

The revised national curriculum has two features which include the regular core subject areas of Mathematics, Science, Language Arts and Social Studies and emphasis is being given to the global challenge of HIV/AIDS, Peace, Citizenship, Human Rights and Environmental education. Secondly, the new curriculum is developed in line with international standards especially those practiced and enshrined in the curriculum of our sisterly Republic of Nigeria and Ghana who are also members of the West African Examinations Council (WAEC).

We wish to urge all our education partners including students, teachers, principals, proprietors of schools and members of school boards to use this curriculum in our schools to enhance quality and relevant instruction and to enable our students to be adequately prepared to take the West African Senior Secondary Certificate Examinations (WASSCE) come 2013 as envisaged by us in the education sector.

May I conclude by once again saying big thank-you to all those who contributed to make this project a success.

Hon. E. Othello Gongar
MINISTER
CURRICULUM FOR MUSIC & CULTURE EDUCATION

INTRODUCTION
The Philosophy of Music and Education is geared towards the realization of conceptual approach which is concerned with the vision of Musical maturity using elements of Music melody, rhythm, harmony, sounds and composition. The children aging from five years to adult stage will be illegible from grades one to nine who would have the understanding of musical Organizations, functions, terminologies as means of communication in order to portray the image of Liberian traditional, folk, cultural music as well as other societies of the world, etc. Pupils well informed musically will be able to:

a. Provide music for the religious & secular Communities;
b. Survive on the course as a Career for life;
c. Provide an opportunity for dramatization of their self worth;
d. Develop the sense of being self-reliant;
e. Develop the ability to interpret the mood of songs;
f. Develop and improve the practice of articulation;
g. Learn moral lessons through the exercise of imitation;
h. Portray and stimulate the artistic values of other pupils in the society.

Music Education at the elementary level includes singing familiar African and Western songs. The first seven letters of the Alphabet should be used to identify pitch, doh, rah, meh, fah soh, and lah, pitch high and low sounds and low notes and are used to represent pitch. This curriculum will encourage teachers in the areas of Music Education, Arts/Crafts, Social studies and Language Arts to make use of it because it serves as stimulant for the teaching technology.

GENERAL OBJECTIVES
Upon completion of the period, the pupils will be able to:
1. Provide entertainment for the society.
2. Dramatize and portray the culture, tradition and custom of the society;
3. Develop the ability of singing national songs of Patriotism and adoration;
4. Dance and sing other Liberian cultural songs;
5. Develop the technique of good speech.
6. Demonstrate their loyalty through their talent(s).
FIRST SEMESTER

PERIOD : ONE
UNIT : ONE
TOPIC : SINGING AND DEMONSTRATION
GRADE : ONE

SPECIFIC OBJECTIVE: At the end of this period, students should be able to:

1. Discuss the meaning of music and culture.
2. Explain some musical forms
3. Develop “clap rhythm”
4. Defining Rhythm
5. Develop three-syllable words
6. Develop melodies to be sung with first seven letters of the alphabet
7. Rhyming words (4 pairs)
8. Chanting numbers from 1 to 10
9. Chanting the letters of the alphabet
10. Developing listening and reading skills

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<td>a) Explain the importance of rhythm.</td>
<td>a. Rhythm</td>
<td>a. Explanation of musical terms rhythms</td>
<td>1. Cards with printed words for syllabication;</td>
<td>1. Rhyming three letters words.</td>
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<td></td>
<td>c. Melodies</td>
<td>d. Write three-syllable words on board; recite and sing the words</td>
<td>3. Rudiments of music</td>
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<td>d. Rhymes</td>
<td>e. Write six pairs of easy words on the board, and put them into melodies (same for numbers and alphabets)</td>
<td>4. Charts with numbers and letters of the alphabets;</td>
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<td>e. Chanting numbers</td>
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<td>5. Tape recorder</td>
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<td>f. Chanting the alphabets</td>
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<td>6. Chalk</td>
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<td>g. Oral communication</td>
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<td>7. Posters</td>
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PERIOD: ONE  
UNIT: ONE  
GRADE: ONE  
TOPIC: MUSIC & CULTURE  
SECOND MARKING PERIOD  
FIRST SEMESTER  
INTENDED LEARNING OUTCOMES: At the end of this period pupils should be able to:

a. Sing the first four lines of the “Liberian National Anthem”;
b. Show respect for the national emblems, such as the flag and seal
c. Respect and pay loyalty to the national pride;
d. Protect their national heritage;
e. Participate in Liberia music and dance

SPECIFIC OBJECTIVES: Upon completion of this the students should be able:

1. Sing the national anthem;
2. Develop postures (standing position for the singing of the Anthem)
3. Sing traditional folksongs
4. Describe four-word syllables on board
5. Name melodies from four-word syllables
6. State 6 pairs of rhyming words

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<td></td>
<td>e. Producing melodies</td>
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<td>f. Rhymes (end rhyme)</td>
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</table>
PERIOD : ONE  
UNIT : ONE  
GRADE : ONE  
TOPIC: MUSIC & CULTURE  
THIRD MARKING PERIOD  
FIRST SEMESTER  
INTENDED LEARNING OUTCOMES: The pupils should be able to:
   a. Create a technique in the tapping of the feet;
   b. Describe sound from available resources;
   c. Identify various sounds from living and non-living things;
   d. Sing the first eight lines of the Liberia National Anthem;

SPECIFIC OBJECTIVES: At the end of this unit, students will be able to:
   1. Write and sing the first eight lines of the National Anthem
   2. Discuss the theory and importance of dancing
   3. Discuss the importance of sound
   4. Sing in groups;
   5. Sing alone;

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</thead>
</table>
| 1. Sing the National Anthem and say the pledge.  
2. Love and share joy of happiness with each other;  
3. Compose and sing a song;  
4. Dance and dramatize the pride and dignity of the Liberian Heritage; | 1. National Anthem  
2. Art of dancing  
3. Postures  
4. Ballet dancing  
5. Importance of sound  
6. Group singing | 1. Reading and pronouncing words.  
2. Singing.  
3. Importance and styles of dancing; | 1. Chalk board & chalk (color);  
2. Cards with National Anthem printed;  
3. Tape recorder with National Anthem recorded;  
4. Rudiments of music – Bk. 1;  
5. Posters;  
6. Teaching Music and Dance Bk.1. | 1. Listing the eight lines of the National Anthem  
2. Dancing according to the practice of tribal group; |
PERIOD: ONE  
UNIT: ONE  
GRADE: ONE  

TOPIC: MUSIC & CULTURE  
FOURTH MARKING PERIOD  
SECOND SEMESTER

INTENDED LEARNING OUTCOMES: The pupils should be able to:

- Write and sing the first twelve lines of the National Anthem;
- Create new techniques for both the “Tap & Clap Rhythms”;
- Perform as an independent singer;
- Create melodies and sing the sentences.

SPECIFIC OBJECTIVES: At the end of this period, students will be able to:

1. Tap & clap rhythms;
2. Writing eight rhyming words;
3. Create melodies with rhyming words;
4. Discuss rules for an independent singer;
5. Sing twelve lines of the National Anthem;

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</table>
| 1. Create rhyming words as their own; | 1. Tap & Clap rhythm (Hands & feet);  
2. Melodies and rhyming words;  
3. Independent singing;  
4. Dependent singing;  
5. Reciting the words of the National Anthem;  
6. Independent and dependent singing of the National Anthem; | 1. Show both right and left hands to the class;  
2. Tap the fingers;  
3. Clap the hands rhythmically;  
4. Write the National Anthem  
5. Recite each line  
6. Sing each line  
7. Sing together | 1. Chalk/board  
2. Cards with National Anthem printed;  
3. Tape recorder with National Anthem recorded;  
4. Rudiments of music – Bk. 1;  
5. Posters;  
6. Teaching Music and Dance Bk.1 | 1. Clap rhythmically with Chalk/boad  
Ask each student to stand and clap rhythmically with correct pattern.  
2. call each student to stand before the class and sing the first twelve line of the National Anthem;  
3. Ask all the students to stand and recite the words, and then sing the National Anthem. |
PERIOD: ONE  
UNIT: ONE  
GRADE: ONE  

TOPIC: MUSIC & CULTURE  
FIFTH MARKING PERIOD  
SECOND SEMESTER  

INTENDED LEARNING OUTCOMES: The pupils will be able to:  
   a. Write and sing the last lines of the Liberian National Anthem;  
   b. Dance with the school’s cultural Troup;  
   c. Develop a sense of harmonization of tones;  
   d. Write the historical and biographical notes on some Liberia’s famous folk or western Musicians;  
   e. Sing the entire National Anthem of Liberia;  
   f. Identify out-tone singers;  
   g. Compose another song and sing in class independently;  
   h. Singing Rap songs…. Using rhyming words;  

SPECIFIC OBJECTIVES:  
   a. Singing and reciting National Anthem (independently);  
   b. Dancing to the rhythm of an Instrument  
   c. Harmonization and Tones;  
   d. Out-tone singing (identifying);  
   e. Singing National Anthem (Group-wise)  
   f. Steps in composing a song;  
   g. Rhyming Rap songs.

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<tr>
<td>1. Discuss retentive</td>
<td>1. Recitation</td>
<td>1. Write some names and difficult words and create</td>
<td>1. Cards with National Anthem printed;</td>
<td>1. Write each word of the National</td>
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<tr>
<td>memories of songs, etc.</td>
<td>2. National Anthem</td>
<td>melodies.</td>
<td>2. Tape recorder with National Anthem recorded;</td>
<td>Anthem;</td>
</tr>
<tr>
<td>2. Entertain him/herself</td>
<td>3. Rap songs</td>
<td>2. Group the females together and tell them to sing</td>
<td>3. Rudiments of music – Bk. 1;</td>
<td>2. Give Quiz on the singing of the</td>
</tr>
<tr>
<td>or others;</td>
<td>4. Usage of Congas</td>
<td>the entire National Anthem.</td>
<td>4. Music Education Pamphlet;</td>
<td>National Anthem;</td>
</tr>
<tr>
<td>3. Recognize and</td>
<td>5. Dancing with Conga beats</td>
<td>3. Combine both groups and let them sing together.</td>
<td>5. Chart reflecting the rhythm pattern of Drums;</td>
<td></td>
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<td>distinguish between good</td>
<td>6. Out-tone singing</td>
<td>4. Write some notes on some famous Liberian Musicians</td>
<td>6. Chart showing kinds of Drums;</td>
<td></td>
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<tr>
<td>and bad tones;</td>
<td>7. Composition</td>
<td>and their music.</td>
<td>7. Teaching Music and Dance Bk.1.</td>
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<tr>
<td>4. Dramatize Rap songs;</td>
<td>8. Harmonization</td>
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<td>5. Appreciate singing</td>
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<td>together;</td>
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<td>6. Share the history of</td>
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<td>famous Musicians;</td>
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8
GRADE ONE BIBLIOGRAPHY

PERIOD : ONE
UNIT : ONE
GRADE : TWO  TOPIC: MUSIC & CULTURE

GENERAL OBJECTIVES
Upon completion of the period, the pupils will be able to:
   a. Provide some entertainment for the society;
   b. Dramatize and portray the culture, tradition and custom of the society;
   c. Develop the ability of singing national songs of Patriotism and adoration;
   d. Dance and sing other Liberian cultural songs;
   e. Develop the technique of good speech;
   f. Express their loyalty through their talent(s).
### FIRST MARKING PERIOD

**INTENDED LEARNING OUTCOMES:** The pupils will be able to:

1. Interrelate with each other during performances/practices;
2. Show for each other and express love for the nation;
3. Teach other citizens and foreigners the importance of Liberian culture.
4. Improve the language of good speech in public;
5. Sing along with others;
6. Dance with the school’s cultural troupe(s).

**SPECIFIC OBJECTIVES:**

1. Type of Rhythm;
2. Develop melodies;
3. Rhyming words (4 pairs);
4. Singing numbers from 1 to 10;
5. Chanting the letters of the alphabets (A,B,C…);
6. Developing listening and Reading skills;

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</thead>
</table>
| a. Describe the pattern of music beat;  
b. Explain time, name and its importance;  
c. Articulate words correctly with the help of phonics;  
d. Sing words with short and long vowels;  
e. Sing rhyming words (end rhyme)  
f. Sing the tonic solfa using the numbers and alphabet; | a. Rhythm  
b. Syllabication  
c. Melodies  
d. Rhymes  
e. Chanting numbers  
f. Chanting the alphabet  
g. Oral  1. listening  
2. Reading | 1. Definition of Rhythm  
2. Write a song on the board and use the rhythm and melody to sing it;  
3. Write 8-syllable words on the board and memorize the words;  
4. Write four pairs of easy words on the board, and put them into solfa sounds;  
5. Do same for number and alphabet; | 1. Card with printed words for syllabication;  
2. Music Education;  
3. Rudiments of Music  
4. Charts with numbers and letters of alphabet;  
5. Tape recorder;  
6. Chalk  
7. Poster | 1. State definition of rhythms;  
2. Singing melodies for numbers and letters of the alphabets.  
3. Singing with rhyming words of only two pairs. |
PERIOD: ONE  
UNIT: ONE  
GRADE: TWO  
TOPIC: MUSIC & CULTURE  
SECOND MARKING PERIOD  
FIRST SEMESTER

INTENDED LEARNING OUTCOMES: The pupils will be able to:
1. Play the first four lines of the Liberian National Anthem;
2. Sing the first four lines of the Liberian National Anthem;
3. Love and express their loyalty for the Nation;
4. Respect and pay loyalty to the national pride;
5. Protect their national Heritage;
6. Dance and entertain an audience;
7. Dramatize their civil Rights as Citizens;

SPECIFIC OBJECTIVES:

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</table>
| a. Show loyalty to the Nation; | a. National Anthem  
b. Postures  
c. Folk song  
d. Syllabication  
e. Producing melodies  
f. Rhymes (end rhyme) | 1. Write the first four stanzas of the National Anthem;  
2. Sing one folk song;  
3. Write four-syllable words on the board;  
4. Write six pairs of rhyming words, and sing melodies using words; | 1. Card with printed words for syllabication;  
2. Music Education;  
3. Rudiments of Music  
4. Charts with numbers and letters of alphabet;  
5. Tape recorder;  
6. Chalk  
7. Poster | 1. Producing some rhyming words;  
2. Practice producing letters and words |
TOPIC: MUSIC & CULTURE

INTENDED LEARNING OUTCOMES: The pupils will be able to:
1. Write the first lines of the Liberian National Anthem;
2. Produce a motion of correct and understandable notation;
3. Pat, tap, clap the beat;
4. Recognize music for living and non-living things;
5. Add words to the solfa sound.

SPECIFIC OBJECTIVES

1. National Anthem
2. Fundamentals and importance of “Dancing”;
3. Glossary of musical terms;
4. Characteristics of sound;
5. Diversity of voices – the Fuge;
6. Absolute music – Define music;
7. Composition technique in song production.

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<td>1. Adore the national Anthem;</td>
<td>1. Lone star;</td>
<td>1. Musical punctuation;</td>
<td>1. (Colored) chalk &amp; chalk board;</td>
<td>1. Practice and dance according to the beat of the band;</td>
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<td>2. Love and share joy of happiness with each other;</td>
<td>2. Art and dancing;</td>
<td>2. Sing as they follow;</td>
<td>2. Cards with National Anthem – computerized;</td>
<td>2. Composed songs in Liberian Language;</td>
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PERIOD : ONE  
UNIT : ONE  
GRADE : TWO  

TOPIC: MUSIC & CULTURE  
FOURTH MARKING PERIOD  
SECOND SEMESTER  

INTENDED LEARNING OUTCOMES: The pupils will be able to:
1. Write the last stanza of the National Anthem;
2. Create and construct lead techniques;
3. Perform as a dependable singer;
4. Perform as a dependable player;
5. Place the words under the notes;
6. Make a seven-bar melody using solfa sounds;

Specific Objective:  
1. Pat, tap clap the beat;  
2. Write eight (8) rhyming words;  
8. Melodies;  
9. Rules of an independent singer;  
10. Play instrument with music conductor;
11. Sing the two stanzas of the Liberian National Anthem;

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<td>1. Pat and clap together;</td>
<td>1. Clapping rhythms (hands and signs);</td>
<td>1. Patting the fingers on the desk;</td>
<td>1. Chairs &amp; tables;</td>
<td>1. Stand and demonstrate the clapping rhythm;</td>
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<td>2. Create rhyming words on their own;</td>
<td>2. Melodies and rhyming words;</td>
<td>2. Clapping the hands rhythmically;</td>
<td>2. CD player for recorded CD music;</td>
<td>2. Memorize the National Anthem;</td>
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<td>3. Compose their own melodies and play;</td>
<td>3. Independent singing;</td>
<td>3. Write the National Anthem on the Board;</td>
<td>3. (Colored) chalk &amp; chalk board;</td>
<td>3. Recite the words of the Lone Star Forever while standing up;</td>
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<tr>
<td>4. Get rid of phobias when it comes to stage performance;</td>
<td>4. Dependent singing;</td>
<td>4. Recite the National Anthem;</td>
<td>4. Cards with the Lone Star Forever–computerized;</td>
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<td>5. Socialize and sing with others;</td>
<td>5. Recitals</td>
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<td>5. Rudiments of Music – Bk. 2</td>
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<td>6. Share the joy of singing the national anthem;</td>
<td>6. independent and dependent singing of the National Anthem;</td>
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<td>6. Teaching Music and dance BK. 2</td>
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PERIOD : ONE
UNIT : ONE
GRADE : TWO

TOPIC : MUSIC & CULTURE

FIFTH MARKING PERIOD
SECOND SEMESTER

INTENDED LEARNING OUTCOMES: The pupils will be able to:
1. Write and play the second stanza of the Liberian National Anthem;
2. Play the music to the speed of the dance;
3. Explain tones of perfect harmony;
4. State some names of famous Liberian song composers;
5. Sing the entire National Anthem of Liberia;
6. Identify out-tone singers;
7. Compose a new song in class independently;
8. Sing rap songs using rhyming rhythms;

SPECIFIC OBJECTIVES:
1. Demonstrate understanding in playing the second stanza of the Liberian National Anthem;
2. Composed and sing one song
3. Identify different rhyming in rhymes;

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<tbody>
<tr>
<td>1. Have retentive memory of sight reading;</td>
<td>1. Recitation of the Lone star and eight bars melody</td>
<td>1. Place words under given solfa sound; 2. Classify singers according to their voices. Eg, alto or soprano. 3. combine both and let them sing a song from start to end, 4. Write few songs that you know.</td>
<td>1. Rudiments of Music – Bk. 2 2. Playing Time Guitar pamphlet 3. Teaching Music and dance BK. 2 4. Tutorial book for conga book 2</td>
<td>1. Recite the Lone Star; 2. Give a quiz on the Lone Star; 3. Write a music composition;</td>
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<tr>
<td>2. Self entertainment in music;</td>
<td>2. Dance rhythm and beat of Conga.</td>
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<td>3. Sing Rap songs;</td>
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GRADE TWO BIBLIOGRAPHY

Period: One  Unit: One  Grade: THREE  Topic: MUSIC & CULTURE

GENERAL OBJECTIVES

Upon completion of the periods, the pupils should be able to:

1. Write and sing the National Anthem and the Lone Star Forever in unison; and in four parts (soprano, alto, tenor bar)
2. Write at least ten pairs of rhyming words, into sentences and create melodies by themselves;
3. Entertain an audience with the singing of the national Anthem
4. Write at least one or two songs of 2 stanzas;
5. Identify and list at least 10 simple musical instruments;

FIRST MARKING PERIOD  FIRST SEMESTER

FIRST SEMESTER

Intended Learning Outcomes:

The pupils should be able to:

1. Adore the existence of a Nation like Liberia by singing the National Anthem and Lone Star Forever in parts and in unison;
2. Classify perfectly with correct placement of verbs, pronouns and rhymes;
3. Interrelate or cohabitate as Liberians in one unified society;
4. Protect the good heritage of Liberia;
5. Motivate and stimulate other interested pupils;

SPECIFIC OBJECTIVES:

1. Sing and recite the National Anthem/Lone Star Forever;
2. Recite of rhyming words in six sentences;
3. Singing melodies of written rhymed words;
4. Singing in parts (Differentiation of tones) soprano, alto, tenor, bass;
5. Names of some Liberian and other western musical instruments;

OUTCOMES | CONTENTS | ACTIVITIES | MATERIALS | EVALUATION
--- | --- | --- | --- | ---
PERIOD: ONE  
UNIT: ONE  
GRADE: THREE

TOPIC: MUSIC & CULTURE  
SECOND MARKING PERIOD  
FIRST SEMESTER

INTENDED LEARNING OUTCOMES: The pupils should be able to:
1. Write the names of at least ten simple instruments in Liberia;
2. Entertain an audience with a Liberian Cultural Music (songs);
3. Differentiate tones (singing in parts);
4. Demonstrate and portray the culture of Liberian society;
5. Imitate the dancing styles of Liberian musicians and the world musicians;
6. Distinguish between instruments such as: sasa, and Tambourine.
7. Interpret the mood of a piece of Music; (sad, happy)

SPECIFIC OBJECTIVE:
1. Singing and reciting national Anthem/Lone Star Forever
2. Differentiating tones (singing in parts)
3. Theory and practical on stage dancing
4. Pronunciation n Musical vocabularies
5. Distinguishing between simple musical Instruments
6. Moods in music-sad or happy

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</thead>
</table>
| 1. Love their National Emblems, & heritage or pride.  
2. Demonstrate their loyalty to the culture through the art of dancing;  
4. Demonstrate the various kinds of mood in music;  
5. Dramatized and stimulate other pupils to follow suit (Stage performance). | 1. Singing  
2. Singing in parts  
3. Pronunciation  
4. Enunciation  
5. Distinctions  
6. Moods in music  
7. Stage performance | 1. Divide the class into two groups  
2. Combine the two groups to sing  
4. Write some musical vocabularies on the chalkboard (at least ten).  
5. Write the various kinds of moods on the board. Read and allow students to repeat after you.  
6. Demonstrate how to dance a slow or fast song. | 1. John Thompson’s Piano Tutor Bk. 1;  
2. Teaching Music and Dance Bk.1  
3. Rudiments of Music Bks. 1 & 2;  
4. Revised Music Pamphlet (2006);  
5. Charts reflecting the National Anthem and Lone Star Forever;  
6. Color chalks;  
7. Tape Recorder with Anthem & Lone Star Forever recorded | 1. Sing the National Anthem/Lone Star Forever;  
2. Test on the familiar words  
3. Define at least any five of the Musical vocabularies  
4. State at least two moods according to the type of music sung in the class;  
5. Dance independently to the beat of a drum either slowly or fast;  
6. Identify tones of a song; |
PERIOD: ONE
UNIT: ONE
GRADE: THREE

TOPIC: MUSIC & CULTURE

THIRD MARKING PERIOD
FIRST SEMESTER

INTENDED LEARNING OUTCOMES: The pupils should be able to:

1. Entertain an audience with a cultural dance and musical games
2. Sing the scale ladder of sound (Do, re mi, fa, so, la, ti, do);

SPECIFIC OBJECTIVE:

1. Poems and Music
2. Rhythms in Music
3. Tempo in Music
4. Kinds of songs (Patriotic, Nationalistic, Cultural songs, Death, Happiness, )
5. Liberian Music dancing styles

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<tbody>
<tr>
<td>1. Describe and distinguish between psalms, songs and ode;</td>
<td>1. Poems in Music a. Psalms b. Songs c. Ode</td>
<td>1. Write a 6 line Psalms on the board; 2. Write one song with 8 lines and sing. 3. Write the first four lines of the school ode and sing Describe the tempo (fast or slow) 4. Describe the mood.</td>
<td>1. Congas Drums 2. Pair of sasa, Tambourines, Jazz Drum; 3. Teaching Music and Dance Bk.1; 4. Rudiments in Music Bks I &amp; II; 5. Revised Music Pamphlet; 6. Tape recorder with cultural songs; 7. John Thompson’s Piano Tutor Bk.I</td>
<td>Recite the words of a song written; 3. Recite the words of the school ode; 4. Sing the first four lines of the school ode; 5. Sing songs with slow, fast &amp; moderate beats; 6. Sing one cultural or traditional, patriotic and National song,</td>
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<tr>
<td>2. Express their joy and restore hope for their problems;</td>
<td>2. Rhythms in Music a. Reggae beat b. Afro beat</td>
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<tr>
<td>3. Entertain an audience or him/herself;</td>
<td>3. Tempo of Music a. slow b. fast c. moderate</td>
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<td>5. Protect the cultural heritage of our Nation;</td>
<td>5. Liberian Music and style.</td>
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<td>6. Uplift and invigorate the spirit of Music;</td>
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</table>
INTENDED LEARNING OUTCOMES: The pupils should be able to:

1. Demonstrate their musical talents;
2. Draw at least five simple musical instruments;
3. Name and play at least five simple musical instruments;
4. Write and define at least 10 musical vocabularies;
5. Develop new melodies and sing the words in songs

SPECIFIC OBJECTIVES:

1. Sing and recite all words of the entire school ode;
2. Draw at least five simple musical instruments;
3. Musical vocabularies (10 words);
4. Syllabication and Melodies;
5. Explain the usage of vocabularies into musical phrases;

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</table>
| 1. Explain and demonstrate their loyalty to the school; 2. Maintain the physical strength of the muscles in the body; 3. Improve their artistic values; 4. How to speak fluently and improve knowledge of musical vocabularies; 5. Produce independent melodies for others to sing and practice; | 1. School Ode  
a. Recitation (words)  
b. Singing  
2. Body movements  
a. stretch  
b. bend  
c. twist  
d. swing, etc.  
3. Drawing of Simple musical instruments  
4. Musical vocabularies (10 words only)  
5. Syllabication  
a. 5 – 6 letter words  
b. 7 – 10 letter words  
6. Melodies  
7. Vocabularies and Phrases; | 1. Divide the class into two ;  
4. Draw the musical Instruments and ask them to draw also;  
5. Write 10 musical vocabularies on the board;  
6. Write 5-6 letter words on the board;  
7. Explain the musical notes ;  
8. Write the school Ode and sing it; | 1. Conga drums;  
2. Tambourine  
3. Sasa  
4. Music box  
5. Acoustic guitar  
6. Teaching Music and Dance Bk.1;  
7. Rudiments of Music Bk 2;  
8. Revised Music Pamphlet 2006  
9. John Thompson’s Piano Tutor Bk.1  
10. Tape recorder | 1. Sing and recite the school ode;  
2. Perform the body movement exercise before the class by clapping hands;  
3. Draw at least 5 simple musical instruments;  
4. Define at least 5 musical vocabularies;  
5. Write 4 sets of words with syllables each;  
6. Create melodies for each word as test. |
**INTENDED LEARNING OUTCOMES:** The pupils should be able to:

1. Draw at least 10 musical (simple) instruments available;
2. Write and define at least 15 musical vocabularies;
3. Conduct a choir or a group of people;
4. Identify fundamental rhythms (walking, running, hopping, jumping, swinging, dancing,);
5. Recognize dynamics (the degree of loudness or softness);

**SPECIFIC OBJECTIVES:** At the end of the lesson pupils should be able to:

1. Conduct choir;
2. Name musical Instruments;
3. Develop musical vocabularies;

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BIBLIOGRAPHY
PERIOD: ONE
UNIT: ONE
GRADE: FOUR
TOPIC: MUSIC & CULTURE

GENERAL OBJECTIVES

Upon completion of the periods, pupils will be able to:

1. Entertain an audience with sing of Lone Star and National Anthem;
2. Sing the National Anthem and Lone Star Forever (in 4 parts);
3. Analyze the techniques of Composition to compose with melodies;

FIRST MARKING PERIOD
FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of this period, pupils should be able to:

1. Distinguish between striking and blowing;
2. Speak fluently with use of sentences & cadences;
3. Recognize the musical productions of Musicians
4. Stand as a wholesome Musician;
5. Protect the good heritage of Liberia;
6. Encourage other people to be interested in Music;

SPECIFIC OBJECTIVES: Upon completion of the period pupils should be able to:

1. Distinguish between striking and blowing.
2. Differentiate a wholesome musician.
3. Recognize different types of Musical instruments
4. Summarize and sing the National Anthem
5. Protect and encourage good heritage of Liberia.

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<tbody>
<tr>
<td>1. Express the heritage of Liberia by playing the National Anthem and the Lone Star Forever; 2. Improve their musical terms; 3. Play independently and dependently; 4. Differentiate fixed and definite pitches; 5. Imitate the works of other Musicians.</td>
<td>1. Play the Lone Star independently ; 2. Sing the National Anthems 3.Test the voice of ding</td>
<td>1. Place the class according to the various voices in group of (sapro 2, 6 teno alto and base) 2. Put them in practice.</td>
<td>1. Rudiments of Music 2.Guitar pamphlet 3. Chart showing the 8 notes of the relative sound of pitch 4. Tutoring Music and Dance Bk 1 5. Tape recorder with Lone Star 6. Color chalk 7. Instruments drawn on a poster</td>
<td>1. Play the Lone Star independently</td>
</tr>
</tbody>
</table>
PERIOD: ONE  
UNIT: ONE  
GRADE: FOUR

TOPIC: MUSIC & CULTURE  
SECOND MARKING PERIOD  
FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of this period, pupils should be able to:

1. write and entertain an audience with Liberian Music on Guitar;
2. list the names of at least 5 wind instruments;
3. differentiate tones (playing in parts);
4. imitate various Liberian music styles;
5. form difficult words by joining syllables;
6. entertain and distinguish between instruments, such as sasa, tambourine, etc.
7. distinguish between sad and happy moods of music

SPECIFIC OBJECTIVES:

1. Guitar notes;
2. Instrumentations – 5
3. Differentiation of tones (singing and playing in parts);
4. Moods of Music;

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<tr>
<td>1. Demonstrate their love for the Nation; 2. Appreciate and demonstrate their loyalty to the music through the art of dancing; 3. Recognize musical words and pronounce them fluently; 4. Imitate other musicians; 5. Share the feelings of sad and happy music;</td>
<td>1. Playing guitar 2. Music sentences</td>
<td>1. Divide the class into two groups (Female/Male); 2. Ask each group to sing all stanzas of the National Anthem/Lone Star Forever; 3. Combine the two groups to sing the National Anthems and Lone Star; 4. Write some musical vocabularies on the chalk board (at least 10); 5. Write the various kinds of moods on the board; read and allow students to repeat after you; 6. Teach students to dance slow and fast music;</td>
<td>1. John Thompson Piano Tutor Bk.2 2. Teaching Music and Dance Bk. 2 3. Rudiments of Music Bks. 1 &amp; 2 4. Revised Music Pamphlet – 2006 5. Chart reflecting the national Anthem and Lone Star Forever 6. Color chalk, etc.</td>
<td>1. Sing the National Anthem and Lone Star Forever; 2. Pronounce 10 rhyming words (new words); 3. Define any 5 of the musical terms covered; 4. State at last 3 moods according to the types of notes sang in class; 5. Dance independently to the beat of a drum – fast or slow; 6. Define tone on the piano</td>
</tr>
</tbody>
</table>
PERIOD : ONE  
UNIT : ONE  
GRADE : FOUR

TOPIC: MUSIC & CULTURE  
THIRD MARKING PERIOD  
FIRST SEMESTER

INTENDED LEARNING OUTCOMES: At the end of this period, pupils should be able to:
1. Entertain an audience with music band;  
2. Sing the scale in “fixed pitch”;  
3. Dramatize John Carmen’s hand-signal tonic solfa game;  
4. Perform body movements (steps);  
5. Perform a musical game (fun time);  
6. Relieve possible trauma around by singing/making melodies;

SPECIFIC OBJECTIVES:
1. Poems and Poetry;  
2. Rhythm in Music;  
3. Tempo in Music;  
4. Kinds of songs: Patriotic, Nationalistic, Death, Happiness and Culture;  
5. Liberian music and style;

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<th>MATERIALS</th>
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<tbody>
<tr>
<td>songs and Ode;</td>
<td>2. Rhythm in Music:</td>
<td>one song</td>
<td>2. Pair of percussion instruments – Tambourine,</td>
<td>2. Recite the music of a written song.</td>
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<tr>
<td>2. Classify Musicians and try to be like them;</td>
<td>a. Country Western</td>
<td>with 8</td>
<td>Jazz drums, etc.</td>
<td>3. Ask each student to sing the first four</td>
</tr>
<tr>
<td>3. Protect the cultural heritage of our</td>
<td>b. Afro beat</td>
<td>verses and</td>
<td>3. Teaching and dance</td>
<td>lines of any song;</td>
</tr>
<tr>
<td>Nation and invigorate the spirit of Music;</td>
<td>3. Tempo of Music:</td>
<td>sing it.</td>
<td>Bk.1</td>
<td>4. Sing songs with slow, fast or moderate</td>
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<tr>
<td></td>
<td>a. Adagio</td>
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<td>beats;</td>
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<td></td>
<td>b. Allegretto</td>
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<td>5. Sing one cultural, or traditional</td>
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<td></td>
<td>c. Moderate</td>
<td></td>
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<td>patriotic song;</td>
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<td></td>
<td>a. Patriotic songs</td>
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<td></td>
<td>b. National songs</td>
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<td></td>
<td>c. Cultural songs</td>
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<td></td>
<td>d. Songs for happiness, death, sadness</td>
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<td>5. Liberian Music and styles</td>
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</table>
TOPIC: MUSIC & CULTURE

INTENDED LEARNING OUTCOMES: At the end of this period, pupils should be able to:

1. Play some music and describe the notes;
2. Demonstrate their musical talents;
3. Draw the parts of the Guitar
4. Name and play at least 5 simple instruments;
5. Define 10 musical dynamics and demonstrate them;

SPECIFIC OBJECTIVE:

1. Sing and recite all the lyrics of the school Ode;
2. Body movements (Dancing patterns);
3. Drawing 5 simple musical instruments;
4. Musical vocabularies (10 words);
5. Naming and playing 5 musical instruments;
6. Usage of vocabularies in musical phrases;

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</thead>
<tbody>
<tr>
<td>1. Demonstrate the loyalty to the Institution;</td>
<td>1. School Ode</td>
<td>1. Divide the class into two, with the boys separated from the girls;</td>
<td>1. Percussion instruments: Piano, Cymbals, Sasa, etc.</td>
<td>1. Recite the school Ode;</td>
</tr>
<tr>
<td>2. Develop the artistic value of music;</td>
<td>a. Recitation (words)</td>
<td>2. Instruct them to recite the words of the school Ode, and then sing from start to finish;</td>
<td>2. Acoustic Guitar</td>
<td>2. Draw musical instruments largely on poster sheets;</td>
</tr>
<tr>
<td>3. Speak fluently and improve the knowledge of musical vocabularies;</td>
<td>b. music</td>
<td>3. Draw the musical instruments and ask them to draw also;</td>
<td>3. Teaching Guitar and Dance Bk.1</td>
<td>3. Write at least 4 sets of words with 4 syllables each;</td>
</tr>
<tr>
<td>4. Develop independent melodies for others to play and practice;</td>
<td>2. Body movements:</td>
<td>4. Write 10 musical terms on the board and explain them;</td>
<td>4. Rudiments of Music Bk.2</td>
<td>5. To create melody for the words written;</td>
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<td></td>
<td>a. Stretch</td>
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<td>b. Bend</td>
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<td></td>
<td>c. Twist</td>
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<td></td>
<td>d. Swing, etc.</td>
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<td>3. Drawing simple musical instruments</td>
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<td>4. Musical Vocabularies (10 words only)</td>
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<td>5. Syllabication</td>
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<td>a. 5 – 6 letter-words</td>
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<td>b. 7 – 10 letter-words</td>
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<td>6. Melody</td>
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<td>7. Vocabularies and phrases</td>
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PERIOD: ONE
UNIT: ONE
GRADE: FOUR

TOPIC: MUSIC & CULTURE
FIFTH MARKING PERIOD
SECOND SEMESTER

INTENDED LEARNING OUTCOMES: At the end of this period, pupils should be able to:

1. Draw the piano and the Guitar and name the parts;
2. Define (15) musical terms from glossary of musical terms;
3. Write and syllabicate five 10-letter words;
4. Conduct a group of instrumentalist;
5. Participate in extra curricular activities of the school;
6. Identify fundamentals of Music theory (walking; intervals; pitch notation and key signatures)
7. Recognize dynamics (the degree of loudness- ff- or softness – pp)

SPECIFIC OBJECTIVE: The pupils should be able to:

1. Describe the piano and the guitar and name the parts;
2. Write syllabicate five to ten letters words
3. Analyze syllables of five sets of melodies
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<tbody>
<tr>
<td>1. Identify the five families of instruments;</td>
<td>1. Conductorship</td>
<td>1. Organize the class to sing the school ode</td>
<td>1. Bluse songs recorded with Book</td>
<td>1. Describe a familiar song. Award marks</td>
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<td>2. Draw 10 instruments:</td>
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<td>5. Teaching Music and Dance Bk.-2</td>
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<tr>
<td></td>
<td>a. Tambourine</td>
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<td>6. Conga, Tambourine, Guitar, etc.</td>
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<td></td>
<td>b. Guitar</td>
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<td>7. Tape recorder with National Anthem recorded;</td>
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<td></td>
<td>c. Conga</td>
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<td></td>
<td>d. Snare drum</td>
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<td></td>
<td>e. Maracas</td>
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<td></td>
<td>f. Piano</td>
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<td>g. Triangle</td>
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<td>h. Bass drum</td>
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<tr>
<td></td>
<td>i. Flute/Recorder</td>
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<td></td>
<td>j. Sasa</td>
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<td>3. Fundamental rhythm</td>
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<td>a. longer</td>
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<td>b. triple</td>
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<td>c. unit</td>
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<td>d. simple compound</td>
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<td>4. Ten rhythm terms</td>
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<td>5. Syllabication</td>
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<td></td>
<td>a. Communication</td>
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<td>b. Conductorship</td>
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<td>c. Fundamental</td>
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<td>d. Dynamic</td>
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<td>6. Theory in Music</td>
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<td>2. Organize musical vocabularies</td>
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<td>3. Dramatize fundamental rhythms.</td>
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<td>4. Develop some musical tone by melodies</td>
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BIBLIOGRAPHY

TOPIC: MUSIC & CULTURE

GENERAL OBJECTIVES

Upon completion of the period(s) the pupils should be able to:

1. Sing the first and second stanzas of the National Anthem and Lone Star Forever;
2. Demonstrate Flag ceremonies;
3. Conduct weekly devotions;
4. Recite the “Pledge of allegiance” on devotional line;
5. Differentiate between processional and recessional
6. Differentiate between opening and closing hymns
7. Sing different songs for many occasions, such as:
   a. Birthday party (Happy birthday to you)
   b. Reconciliation song (The more we are together)
   c. Family and the home
   d. Funeral & Wedding
   e. Graduation, etc.

FIRST MARKING PERIOD

INTENDED LEARNING OUTCOMES: At the end of this period, pupils should be able to

1. Differentiate Liberia National Anthem with any country of your choice;
2. Adore the Institution by singing the school ode;
3. Demonstrate the love and care for the nation;
4. Organize the fundamental rhythm pattern (marching);

SPECIFIC OBJECTIVES: By the completion of the period pupils should be able to:

1. Sing the National Anthem (Parts one & two)
2. Sing the Lone Star Forever (Parts one & two);
3. Reciting the “Pledge of Allegiance”
4. Differentiate between:
   a. Processional & recessional hymns
   b. Opening & closing Hymns
5. Sing occasional songs:
   a. Birthday party
   b. Reconciliation
   c. Family and the Home
   d. Funeral and weddings
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<tr>
<td>1. Demonstrate their love and care for their Nation;</td>
<td>1. National Anthem</td>
<td>1. Write part one and part two of the National Anthem on the chalk board;</td>
<td>1. Tape Recorder</td>
<td>1. Summarize the importance of music, National Anthems</td>
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<td>2. Demonstrate the love and care for their school(system);</td>
<td>a. Part one</td>
<td>2. Sing all tones by using school ode;</td>
<td>2. Teaching Music and Dance – Book 1-2</td>
<td>2. Write and recite the “Pledge”</td>
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<td>3. Support and defend the heritage;</td>
<td>b. Part two</td>
<td>3. Write the pledge on the board and recite into a song</td>
<td>3. Revised Music pamphlet – 2006</td>
<td>3. state the difference between procession and recession;</td>
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<tr>
<td>4. Demonstrate their musical knowledge about processional, recessional,</td>
<td>2. School Ode</td>
<td>4. Distinguish the differences between processional &amp; recessional, etc.</td>
<td>4. Rudiments of Music Bks 1-2</td>
<td>opening and closing hymns, etc.</td>
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<tr>
<td>opening and closing hymns;</td>
<td>3. Lone Star Forever</td>
<td></td>
<td>5. Booklet with the National Anthem and the Lone Star Forever</td>
<td>4. Sing any two occasional songs;</td>
</tr>
<tr>
<td>6. Select and make the best use of vocabularies for the types of services;</td>
<td>b. Part two</td>
<td></td>
<td>7. Chalk (Chalkboard)</td>
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<tr>
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<td>4. Recitation of the Pledge of Allegiance</td>
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<td>8. Note book with the Pledge of Allegiance;</td>
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<td>5. Differentiate</td>
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<td>a. Processional &amp; Recessional</td>
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<td>b. Opening &amp; closing Hymns</td>
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<td>6. Occasional songs:</td>
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<tr>
<td></td>
<td>a. Birthday</td>
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<td>b. Reconciliation</td>
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<td></td>
<td>c. Family &amp; Home</td>
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<td>d. Funeral &amp; wedding</td>
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<td>7. Develop occasional songs</td>
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</table>
SECOND MARKING PERIOD
FIRST SEMESTER

INTENDED LEARNING OUTCOMES: The pupils should be able to:

1. Write and blow stringed and wind Instruments;
2. Name the first four bars of the National Anthem;
3. Name the first four bars of the Lone Star Forever;
4. Write a song in a dialect after singing it;
5. Draw and name the parts of at least five instruments;
6. Name and distinguish between “Soul” and “Pop” music;
7. Write the tonic solfa on the grand staff and sing the ABC scales on the grand staff.

SPECIFIC OBJECTIVES:

1. Strike stringed and blow wind instruments
2. Translation of songs in dialects into English and vice-versa
3. Drawing and naming parts of some instruments
4. Singing and playing the National Anthem/Lone Star Forever
5. The tonic solfa and the grand staff for singing

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</table>
PERIOD : ONE 
UNIT ; ONE 
GRADE: 5 
TOPIC: MUSIC & CULTURE 
THIRD MARKING PERIOD FIRST SEMESTER 
INTENDED LEARNING OUTCOMES: The pupils should be able to: 
1. Draw and create melodies from Tonic solfa; 
2. Write drama (melodrama); 
3. Culture (cultural Troup) dancing pattern; 
4. Sing Liberian traditional songs (folk songs) etc. 
5. Distinguish between secular and non-secular music; 
6. Interpret some traditional songs (find meanings); 
7. Play and sing the first 16 lines of the National Anthem; 
8. Play and sing the first 16 lines of Lone Star Forever; 

SPECIFIC OBJECTIVES: 
1. The tonic solfa 
2. Drama and Music (relationship) (melodrama) 
3. Cultural dance (pattern) 
4. Appreciating folksongs 
5. Secular and non-secular music 

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</table>
PERIOD : ONE  
UNIT : ONE  
GRADE : FIVE  
TOPIC : MUSIC & CULTURE  
FOURTH MARKING PERIOD  
SECOND SEMESTER

INTENDED LEARNING OUTCOMES: The pupils should be able to:

1. Draw the staff and write notations;  
2. State letter names of notes on staff lines and spaces;  
3. Dramatize their talents through the cultural dance;  
4. Sing the Tonic solfa (Do, re, mi, fa, so, la, ti, do);  
5. Sing and play all lines of the National Anthem;  
6. Sing and play all lines of The Lone Star Forever;

SPECIFIC OBJECTIVES:

1. Explain notes on staff and spaces;  
2. Organize singing and playing the Tonic solfa;  
3. Organize singing and playing the National Anthem;  
4. Organize singing and playing The Lone Star Forever;

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</table>
| 1. Describe the Liberian way of life;  
2. Distinguish between the traditional way of dancing and that of the western type;  
3. Control the pitch level of the voice and playing of the Tonic solfa;  
4. Support and defend the cultural heritage of Liberia through the singing of the National Anthem and Lone Star Forever. | 1. Culture:  
a. Cultural dance  
b. Rhythm of drums  
2. Tonic solfa (Part I)  
a. Notation  
b. Staff  
   i. Space  
   ii. Lines  
3. Tonic solfa (Part II)  
a. Sing Notation of scale ladder  
b. Play Notation  
4. Playing National Anthem  
5. Playing the Lone Star Forever | 1. Organize a small cultural Troup;  
2. Draw the grand staff on the chalk board:  
   - Draw the spaces and lines  
   - Insert the notes  
3. Recite the notes with melodies of the Alphabets of Tonic solfa  
4. Play the notes on the key board;  
5. Perform Traditional and Western dance. | 1. Manual key board  
2. Tape recorder of folk music  
3. Teaching Music & Dance BK. 1-2  
4. Rudiments of Music Bk. 1-2  
5. John Thompson Piano Tutor Bk. 1  
6. Discovering Music together Bk. 1  
7. Revised Music Booklet for basic Education – 2006  
8. Color chalk & charts, etc. | 1. Performance of Traditional and Western ways of dancing  
3. Singing the National Anthem and the Lone Star Forever. |
PERIOD: ONE  
UNIT: ONE
GRADE: FIVE

TOPIC: MUSIC & CULTURE
FIFTH MARKING PERIOD
SECOND SEMESTER

INTENDED LEARNING OUTCOMES: The pupils will be able to:

1. Draw the staff and write the notations;
2. Perform a traditional dance;
3. Identify and sing the Music of famous Musicians;
4. Identify the clefs and other symbols;
5. Draw at least 10 instruments and name them;
6. Dramatize the John Curwen’s hand signals of solfa;

SPECIFIC OBJECTIVES: At the end of the unit the pupils should be able to:

1. Explain traditional dance;
2. Identify some famous Musicians;
3. List some Musical symbols;
4. List some musical Instruments
5. Discuss John Curwen’s Tonic solfa;

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</thead>
</table>
| 1. Control the pitch and finger positions of the key board and Guitar; | 1. Drawing:  
a. Notes on staff  
b. Playing Notes | 1. Draw the staves  
- Play the Notes  
- Call each student to the same; | 1. Manual key board (5 Octaves) | 1. Explaining Capello and Pop music. |
| 2. Defend the cultural heritage of Liberia; | 2. Traditional Dance  
a. Folk tales  
b. Folklores | 2. Narrate a traditional story accompanied by a traditional song; | 2. Tape recorder with Folk music recorded | 2. Practice drawing and notation. |
| 3. Imitate the musical styles and arrangement of rhythm produced by Musicians; | 3. Famous Musicians:  
a. Michael Jackson  
b. Bob Marley  
c. James Brown  
d. Prince Nico  
e. Edwin Barclay  
f. Morris Dorley  
g. etc. | 3. Write names of famous Musicians | 3. Teaching Music & Dance BK. 1-2 | |
| 4. Control and follow the rules of Music while playing. | 4. Musical symbols:  
- Clefs (F, G)  
5. Instrumentation:  
- Drawing xylophone, Guitar, etc. | 4. Draw the Xylophone; and Guitar | 4. Rudiments of Music Bk. 1-2 | |
| 5. Acquaint themselves with other instruments. | 6. Tonic solfa  
– Hand signals, etc. | 5. Demonstrate solfa | 5. John Thompson Piano Tutor Bk. 1 | |
| 6. Dramatize the practical way of playing and singing the Tonic solfa. | 7. Other kinds of Music  
- Acapella, Pop, etc. | 6. Demonstrate solfa | 6. Discovering Music together Bk. 1 | |

1. Control the pitch and finger positions of the key board and Guitar;
2. Defend the cultural heritage of Liberia;
3. Imitate the musical styles and arrangement of rhythm produced by Musicians;
4. Control and follow the rules of Music while playing.
5. Acquaint themselves with other instruments.
6. Dramatize the practical way of playing and singing the Tonic solfa.
7. Distinguish between the various kinds of Music.
BIBLIOGRAPHY

PERIOD : ONE
UNIT : ONE
GRADE : SIX
TOPIC: MUSIC & CULTURE

GENERAL OBJECTIVES

Upon completion of the periods the pupils should be able to:
1. Play the first part of the National Anthem and Lone Star Forever;
2. Conduct Flag ceremonies;
3. Play and sing the closing and opening hymns;
4. Play and sing processional and recessional;
5. Play different songs for many occasions;

FIRST MARKING PERIOD

FIRST SEMESTER

INTENDED LEARNING OUTCOMES: The pupils will be able to:
1. Select a song for an occasion;
2. Improve the fundamental rhythm pattern (sixteenth notes);
3. Demonstrate the love and care of Music;
4. Improve the leadership ability;
5. Adore Liberia through the playing of National Anthem;

SPECIFIC OBJECTIVES:

1. Playing of National Anthem (Parts one & two);
2. Playing of Lone Star Forever (Parts one & two)
3. Pledge of Allegiance;
4. Differentiation;
5. Playing of special occasional songs:
   a. Birthday Party
   b. Reconciliation
   c. Family & the Home
   d. Wake, Funerals & weddings
   e. Practice the mood of requiem mass, etc.
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<tr>
<td>1. Demonstrate their love and care for Music;</td>
<td>1. National Anthem</td>
<td>1. Teach students to stand and play all tones (Singing in parts);</td>
<td>1. Tape recorder</td>
<td>1. Discuss the words in the National Anthem.</td>
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<tr>
<td>2. Demonstrate their love and care for their school;</td>
<td>a. Part one</td>
<td>2. Write the school Ode, and all students should stand and play;</td>
<td>2. Teach in Music school and Dance Bk. 1-2</td>
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<td>3. Support and defend their heritage;</td>
<td>b. Part two</td>
<td>3. Write the Lone Star on the board and all students should stand and play;</td>
<td>3. Revised Guitar Pamphlet – 2006</td>
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<td>opening and closing hymns;</td>
<td>- Part one</td>
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<td>5. booklet with the National Anthem and the Lone Star Forever</td>
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<td>5. Select suitable songs for an occasion;</td>
<td>3. Lone Star Forever</td>
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<td>6. Select and make use of the best terms for the kinds of services</td>
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<td>b. Part two</td>
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<td>b. Opening &amp; closing hymns</td>
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1. National Anthem
2. (Music) School Ode
3. Lone Star Forever
4. Recitation
5. Differentiation
6. Select and make use of the best terms for the kinds of services

1. Teach students to stand and play all tones (Singing in parts);
2. Write the school Ode, and all students should stand and play;
3. Write the Lone Star on the board and all students should stand and play;
4. Recite the 1st stanza of the Lone Star

1. Tape recorder
2. Teach in Music school and Dance Bk. 1-2
3. Revised Guitar Pamphlet – 2006
4. Rudiments of Music Bk. 1-2
5. booklet with the National Anthem and the Lone Star Forever
PERIOD : ONE  
UNIT : ONE  
GRADE : SIX  
TOPIC : MUSIC & CULTURE  
SECOND MARKING PERIOD  
FIRST SEMESTER  
INTENDED LEARNING OUTCOMES: At the end of this period pupils should be able to:
1. Pick and play percussion and stringed instruments;  
2. Play one staff of the National Anthem;  
3. Interpret a language in song(s) after playing;  
4. Draw three piano(s) and name the parts of the Guitar;  
5. State the difference between soul Music and pop Music;  
6. Draw the ladder of sound;  
7. Play the consecutive letters on the staff;  
8. Play one staff of the Lone Star Forever;  

SPECIFIC OBJECTIVES:
1. Instrumentation  
2. Select percussion instruments  
3. Interpretation:  
   a. Song in dialect  
   b. Western songs  
4. Tonic solfa – Grand staff  
5. Playing and singing National Anthem/Lone Star Forever  

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</table>
| 1. Acquaint themselves with some instruments;  
2. Cohabitate as fellow Liberians regardless of tribal and ethnic differences;  
3. Properly operate the instrument with care;  
4. Distinguish between pop and soul Music;  
5. Dramatize their love and express their joy in playing the National Anthem and Lone Star Forever;  
 | 1. Instrumentation:  
   a. Stringed instruments  
   b. Wind instruments  
2. Interpretations  
   - Singing and interpreting dialect songs, etc.  
3. Drawing diagrams of instruments and their parts;  
4. Differentiation of soul & pop Music  
5. Tonic solfa-Grand staff  
6. Lone Star Forever  
   a. Playing  
   b. Singing  
7. National Anthem  
   a. Playing  
   b. Singing | 1. Define instruments  
   - Stringed instruments  
   - Wind instruments  
2. Draw the instruments  
3. Call each child to play and sing in their dialect from their culture  
4. Define pop an soul music (Explain)  
5. Draw Grand staff and staff: and Insert Tonic solfa  
6. Play the notes, etc. | 1. Guitar (acoustic)  
   2. Tape recorder  
   3. Teaching Music & Dance BK. 1- 4  
   4. Rudiments of Music Together Bk. 1  
   5. John Thompson Piano Tutor Bk. 1  
   6. Discovering Music together Bk. 1  
   7. Revised Music Booklet for basic Education – 2006  
   8. Key board (Music box)  
   2. Inserting notes on the staff.  
   3. Explaining pop and soul music. |
PERIOD : ONE  
UNIT : ONE  
GRADE : SIX  
TOPIC: MUSIC & CULTURE  

THIRD MARKING PERIOD  
FIRST SEMESTER

INTENDED LEARNING OUTCOMES: The pupils will be able to:

1. Play and sing the first 16 lines of the National Anthem;  
2. Play and sing the first 16 line of The Lone Star Forever;  
3. Interpret some traditional songs (find meanings);  
4. Draw and create melodies from Tonic solfa;  
5. Culture (cultural Troup) Dancing pattern;  
6. Play Liberian traditional song;  
7. Distinguish between secular and non-secular Music

SPECIFIC OBJECTIVES:

1. Interpretations  
2. secular and non-secular Music  
3. Appreciating folk songs  
4. Cultural dance (pattern)  
5. Drama & music (relationship) (melodrama)  
6. The tonic solfa

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</table>
| 1. Explain their way of life through traditional songs and traditional beliefs;  
2. Distinguish between secular and non-secular Music;  
3. Explain their traditional way of life;  
4. Support and defend their cultural heritage;  
1. Definition of terms  
a. Folklore  
b. Culture  
4. c. Melodrama;  
5. Drama  
a. Melodrama  
b. Performer’s Guide  
6. Tonic solfa  
a. Playing from A – G or (C – C’); do re mi  
b. Notation  
| 1. Distinguish between secular/non-secular e  
2. Explain cultural dance and dramatize it  
3. Define Notation  
a. Write the names of notes  
b. Insert notes on the staff  
4. Draw the staff on the chalk board and explain the meanings of the lines and spaces.  
5. Explain steps in drama & melodrama  
| 1. Tape recorder with folk secular/non-secular and traditional songs  
3. Teaching Music & Dance BK. 1 - 2  
4. Rudiments of Music Bk. 1  
5. John Thompson Piano Tutor Bk. 1  
6. Discovering Music together Bk. 1  
7. Revised Music Booklet for basic Education – 2006  
8. Key board  
| Administer a test or quiz:  
a. Define Notation.  
b. Draw the tonic solfa on the staff and state the notation.  
c. Distinguish between drama and melodrama.  
d. Distinguish between folktale and folklore.  
e. Distinguish between culture and cultural dance.  

PERIOD: ONE
UNIT: ONE
GRADE: SIX
TOPIC: MUSIC & CULTURE

FOURTH MARKING PERIOD  SECOND SEMESTER

INTENDED LEARNING OUTCOMES: at the end of this period, pupils should be able to:

1. Sing and play all lines of the Lone Star Forever;
2. Sing all lines of the National Anthem;
3. Sing the tonic solfa (do re mi fa so la ti do);
4. Dramatize their talents through cultural dance;
5. State letter names of notes on the staff (lines & spaces);
6. Draw the staff and write notation.

SPECIFIC OBJECTIVES:

1. Singing and playing the Lone Star Forever;
2. Singing and playing the National Anthem;
3. Singing the Tonic solfa;
4. Notes on staff;
5. Tonic solfa;
6. Culture and cultural dance (part two);

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PERIOD: ONE  
UNIT: ONE  
GRADE: SIX  
TOPIC: MUSIC & CULTURE  
FIFTH MARKING PERIOD  
SECOND SEMESTER  

INTENDED LEARNING OUTCOMES: The pupils should be able to:

1. Sing other kinds of Music (Acappella, pop, Jazz, Reggae);
2. Perform a traditional dance;
3. Dramatize the John Curwen’s Hand signals of Tonic solfa;
4. Draw at least 10 instruments and name their parts;
5. Identify the clefs and other symbols;
6. Identify and sing the music of famous Musicians;
7. Draw the staff and write notations using symbols;

SPECIFIC OBJECTIVES:

1. Other kinds of Music
2. Introduction of traditional dance
3. The John Curwen’s Tonic solfa
4. Instrumentation (Drawing; Naming the parts)
5. Musical symbols
6. Identifying famous Musicians
7. Drawing & Notations

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</table>
| 1. Control the pitch and finger position on the keyboard and Guitar;  
2. Dramatize the practical way of playing the Tonic solfa;  
3. Acquaint themselves with other instruments;  
4. Control and follow the rules of Music;  
5. Imitate the musical styles and arrangement of rhythm produced by Musicians;  
6. Defend the cultural heritage of Liberia;  
7. Distinguish between various kinds of Music. | 1. Other kinds of Music:  
- Acappello, Pop, Jazz, etc.  
2. Tonic solfa  
- Hand signals, etc.  
3. Instrumentation:  
- drawing Xylophone, Guitar, etc.  
4. Musical symbols:  
- Clef : F and G  
5. Famous Musicians:  
- Michael Jackson  
- Bob Marley  
- Prince Nico  
- James Brown  
- Edwin Barclay  
- Morris Dorley  
6. Traditional Dance  
- Folktales | 1. Write names of famous Musicians and use their popular songs.  
2. Define, draw, explain Clefs  
3. Draw 2 instruments – Xylophone & Guitar;  
4. Demonstrate solfa;  
5. Distinguish various kinds of Music  
6. Draw the staves:  
- Play the notes  
- Call each student to do the same  
8. Narrate a traditional story accompanied by traditional song(s); | 1. Color chalk & chart, etc.  
2. Tape recorder with folk Music, etc.  
3. Teaching Music & Dance BK. 1, 2  
4. Rudiments of Music Bk. 2  
5. John Thompson Piano Tutor Bk. 1, 2  
6. Discovering Music together Bk. 1  
7. Revised Music Booklet for basic Education – 2006  
8. Manual Key board | 1. Administer a quiz or Test:  
2. Defining some musical terms  
Distinguish between folk tale and folklore  
d. Name at least 5 famous Musicians  
e. Draw the staff and insert the G and F clefs  
f. Draw a Xylophone and name the parts  
g. Distinguish between Acappello and Pop music |
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<th>EVALUATION</th>
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