

**NATIONAL BOARD FOR TECHNICAL EDUCATION  
KADUNA**

**NATIONAL INNOVATION DIPLOMA**

**IN**

**MUSIC**

**CURRICULUM AND COURSE SPECIFICATIONS  
2007**

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**PLOT B' BIDA ROAD, P.M.B. 2239, KADUNA - NIGERIA**

## *NID IN MUSIC (DRAFT)*

### **NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC**

#### **1.0 PROGRAMME NOMENCLATURE**

NATIONAL INNOVATION DIPLOMA in Music.

#### **2.0 GOAL AND OBJECTIVES**

##### **2.1 Goal:**

The NATIONAL INNOVATION DIPLOMA in Music is designed to provide technically competent diplomats in Music to meet the National requirement in the areas of Musical Arts Education and Practices, and maintenance of musical instruments/fabrication for enterprise of the public and private sector of the economy.

##### **2.2 Objectives:**

A product of NATIONAL INNOVATION DIPLOMA in Music should be able to :-

- i. Foster creativity and professionalism in musical production.
- ii. Establish a solo or chamber musical outfit.
- iii. Train interested persons as instrumentalists and singers.
- iv. Fabricate and maintain basic musical instruments.
- v. Compose music in various genres and styles, within the context of social-cultural values and musical traditions.
- vi. Organise musical performances.
- vii. Produce musical albums.

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**3.0 ENTRY REQUIREMENTS FOR NATIONAL INNOVATION DIPLOMA IN MUSIC**

The general entry requirements for the National INNOVATION Diploma programme are:-

- a. Five credits in Mathematics, English Language and any other three (3) subjects.
- b. Preference shall be given to those who obtain their additional credits in Literature in English, Technical Drawing, Fine Arts, History, Music, Economics, Physics and Chemistry.

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**CURRICULUM TABLE FOR NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC**

**FIRST YEAR**

**FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CU</b>	<b>CH</b>	<b>PRE-REQUISITE</b>
GNS 101	Use of English	2	-	-	2	2	-
EEC 124	Electronics I	1	-	2	2	3	-
MUT 101	Rudiments of Music	1	-	2	2	3	-
MUT 103	Ear Training and Aural Perception I	1	-	2	2	3	-
MUT 105	Applied Music (Major 1)	-	1	4	3	5	-
MUT 107	Applied Music (Minor 1)	-	1	2	2	3	-
MUT 109	Ensemble Studies I	-	-	3	1	3	-
MUT 111	African Music I	1	-	2	2	3	-
MUT 113	Musical Instruments	1	-	4	3	5	-
<b>TOTAL</b>		<b>7</b>	<b>2</b>	<b>21</b>	<b>19</b>	<b>30</b>	<b>-</b>

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**FIRST YEAR**

**SECOND SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CU</b>	<b>CH</b>	<b>PRE-REQUISITE</b>
GNS 102	Communication in English	2	-	-	2	2	GNS 101
EEC 234	Electronics II	1	-	2	2	3	EEC 124
MUT 102	Theory of Music I	1	-	2	2	3	MUT 101
MUT 104	Ear Training and Aural Perception II	1	-	2	2	3	MUT 103
MUT 106	Applied Music (Major 1I)	-	1	4	3	5	MUT 105
MUT 108	Applied Music (Minor 1I)	-	1	2	2	3	MUT 107
MUT 110	Ensemble Studies II	-	-	3	1	3	MUT 109
MUT 112	African Music II	1	-	2	2	3	MUT 111
MUT 114	General Musical Knowledge	1	-	2	2	3	-
	<b>TOTAL</b>	<b>7</b>	<b>2</b>	<b>19</b>	<b>18</b>	<b>28</b>	

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**SECOND YEAR**

**FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CU</b>	<b>CH</b>	<b>PRE-REQUISITE</b>
EEC 244	Electronics III	1	-	2	2	3	EEC 234
MUT 201	Theory of Music II	1	-	2	2	3	MUT 102
MUT 203	Ear Training and Aural Perception III	1	-	2	2	3	MUT 104
MUT 205	Applied Music (Major III)	-	1	4	3	5	MUT 106
MUT 207	Applied Music (Minor III)	-	1	2	2	3	MUT 108
MUT 209	Ensemble Studies III	-	-	3	1	3	MUT 110
MUT 211	African Music III	-	-	3	1	3	MUT 112
MUT 213	Studio Production I	1	-	2	2	3	-
	<b>TOTAL</b>	<b>4</b>	<b>2</b>	<b>20</b>	<b>15</b>	<b>26</b>	

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**SECOND YEAR**

**SECOND SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>CU</b>	<b>CH</b>	<b>PRE-REQUISITE</b>
MUT 202	Theory of Music III	1	-	2	2	3	MUT 201
MUT 204	Ear Training and Aural Perception IV	1	-	2	2	3	MUT 203
MUT 206	Applied Music (Major IV)	-	1	4	3	5	MUT 105
MUT 208	Applied Music (Minor IV)	-	1	2	2	3	MUT 207
MUT 210	Ensemble Studies IV	-	-	3	1	3	MUT 209
MUT 212	African Music IV	-	-	3	1	3	MUT 211
MUT 214	Studio Production II	1	-	2	2	3	-
MUT 216	Project	-	1	6	4	7	-
	<b>TOTAL</b>	<b>3</b>	<b>3</b>	<b>24</b>	<b>17</b>	<b>30</b>	

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**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** RUDIMENTS OF MUSIC

**COURSE CODE:** MUT 101

**CONTACT HOURS:** LECTURE: 1HOUR TUTORIALS: NIL PRACTICAL: 2HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This module is designed to educate the student on the fundamentals of music.

**GENERAL OBJECTIVES:**

On completion of this course the students should be able to:-

- 1.0 Know the rudimentary elements in music.
- 2.0 Study elements of music.
- 3.0 Know the various musical forms.

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%



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**RUDIMENTS OF MUSIC**

<b>PROGRAMME:</b> NATIONAL INNOVATION DIPLOMA CERTIFICATE IN MUSIC						
<b>COURSE TITLE:</b> RUDIMENTS OF MUSIC			<b>COURSE CODE:</b> MUT 101		<b>CONTACT HOURS:</b> 3HOURS	
<b>GOAL:</b> This module is designed to educate the student on the fundamentals of music.						
<b>COURSE SPECIFICATIONS: Theoretical Content:</b>				<b>Practical Content:</b>		
<b>General Objective:</b> 1.0 Know basic characteristics of musical sound						
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1 Define music. 1.2 Define musical sounds 1.3 Explain musical notes and their values. 1.4 Describe the rest and rest signs.	! The teacher shall teach each element.	! Chalk/Magic boards.	1.1 Write rest and rest signs.	! The teacher shall guide the student in writing this musical notes.	! Manuscripts, pencils, erasers, rulers.
<b>General Objective:</b> 2.0 Understand the basic element of music						
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	2.1 Define clefs and staffs. 2.2 Describe the time signature. 2.3 Identify, write and understand the effect of accidentals.	! The teacher shall teach each element.	! Chalks/magic boards.	2.1 Write musical notes to indicate elemental differences. 2.2 Illustrate the diatonic scale. 2.3 Illustrate diatonic interval in sharp, flat	! The teacher shall guide the students in musical notations.	! Manuscripts, pencils, erasers, rulers.

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	<p>2.4 Learn the use of leger lines.</p> <p>2.5 Define diatonic scale(s).</p> <p>2.6 Explain the principles of scale construction</p> <p>2.7 Identify the technical names of the degrees of diatonic scales.</p> <p>2.8 Write key signatures of major keys up to three sharps and four flats.</p> <p>2.9 Define intervals</p> <p>2.10 Study various intervallic structures as using ordinal numbers</p> <p>2.11 Describe intervals as major, minor, perfect, diminished or augmented</p> <p>2.12 Describe the diatonic intervals.</p>			<p>and diminish notes.</p> <p>2.4 Illustrate diatonic intervals in major, minor and augmented notes.</p> <p>2.5 Illustrate diatonic (perfect) intervals in unisons, octaves, 4<sup>th</sup> and 5<sup>th</sup>.</p>		
<b>General Objective:</b> 3.0 Know the basic theory of music						
<b>WEEK</b>	<b>Specific Learning Objectives</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objectives</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>

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	3.1	Explain the various terms, signs and abbreviations.	! The teacher shall teach each element.	! Chalks/magic board.	2.1	Write musical notes to indicate elemental differences.	! The teacher shall guide the students in understanding the musical concepts.	! Manuscripts, pencils, erasers, rulers.	
	3.2	Explain the triads and its importance.				2.2			Illustrate triads.
	3.3	Define mode.				2.3			Illustrate the dorian , phrygian, mixolydian, and aeolian (authentic/ plagal) modes.
	3.4	Explain the relevance of mode in a melodic framework.							
	3.5	Explain the dorian, phrygian, mixolydian, aeolian (authentic/ plagal) modes.							
	3.6	Explain pentatonic scale							

**ASSESSMENT:** Assignments/Tests- 20%, Practicals-20%, Examinations-60%

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**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** THEORY OF MUSIC I

**COURSE CODE:** MUT 102

**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIALS: NIL PRACTICAL: 2 HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This module is designed to provide the student with the basic understanding of some guiding principles of musical production.

**GENERAL OBJECTIVES:**

On completion of this module the students should be able to:-

- 1.0 Appreciate musical components.
- 2.0 Understand the importance of chords in musical notations.
- 3.0 Know the importance of harmony in music.

**ASSESSMENT:** Assignment/Tests- 20%, Practicals- 20%, Examinations- 60%

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**THEORY OF MUSIC I**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: THEORY OF MUSIC I</b>			<b>COURSE CODE: MUT 102</b>		<b>CONTACT HOURS: 3HOURS</b>	
<b>GOAL:</b> This module is designed to provide the students with basic understanding of some guiding principles of musical production.						
<b>COURSE SPECIFICATIONS: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective:</b> 1.0 Appreciate musical components.						
<b>WEEK</b>	<b>Specific Learning Objectives</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Revise musical terms, notes, durational values, rests and rest signs, accidentals, scales, characters of musical sounds, pitch, duration, key signatures, etc.  1.2 Outline the various components that make for harmony in music.  1.3 Explain the interrelationship between these components.	! The teacher shall remind the students of these various terms.  ! Various components of harmony and their interrelationship shall be explained to the students.	! Piano, music manuscript for students  ! Chalk and Board	1.1 Write clef notes.	! Teach the students how to write these notes	! Musical note books  ! Piano and music manuscripts
<b>General Objective:</b> 2.0 Understand the importance of chords in musical notations.						
<b>WEEK</b>	<b>Specific Learning Objectives</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	2.1 Explain chords, triads with regards to harmony.	! The teacher shall be explicit on how chords relate	! Piano and music manuscripts	2.1 Illustrate a common chord note.	! The teacher shall teach the student how to illustrate	! Musical notebook.

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	<p>2.2 Enumerate the various chord classifications.</p> <p>2.3 Describe the most common chords in musical notations.</p> <p>2.4 Define a triad.</p> <p>2.5 Explain the implications of piling additional thirds on a triad.</p> <p>2.6 Explain the importance of the seventh chord.</p>	to harmony.	! Chalk and Board	<p>2.2 Illustrate triad.</p> <p>2.3 Illustrate a seventh chord.</p>	the chords.	! Piano and music manuscripts
<b>General Objective:</b> 3.0 Know the importance of harmony in music.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	<p>3.1 Define harmony.</p> <p>3.2 Explain different types of harmonic structures.</p> <p>3.3 Explain concepts of western harmony.</p> <p>3.4 Explain the relationship between intervals and triads keys.</p> <p>3.5 Describe a simple harmonic progression.</p> <p>3.6 Differentiate between</p>	! Further in-depth teaching shall be undertaken on harmonic principles.	! Piano, music manuscript for students  ! Chalk and Board	<p>3.1 Illustrate the different types of harmonic structures.</p> <p>3.2 Illustrate the relationship between intervals and triad keys.</p> <p>3.3 Illustrate the differences between diatonic and chromatic harmony.</p> <p>3.4 Illustrate the non-harmonic tones and</p>	! The teacher shall teach the student how to illustrate various harmonic structures.	! Musical note books  ! Piano and music manuscripts

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	diatonic and chromatic harmony			dissonant chords.		
3.7	Explain non-harmonic tones and dissonant chords.					

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%

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**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** THEORY OF MUSIC II

**COURSE CODE:** MUT 201

**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIALS: NIL PRACTICAL: 2 HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This module is designed to provide the student with a good understanding of the philosophy of music.

**GENERAL OBJECTIVES:**

On completion of this course the students should be able to:-

- 1.0 Understand the importance of chords.
- 2.0 Understand harmony (four-part writing, three-part harmony, two-part harmony, homophonic harmony, contra punctual)
- 3.0 Understand the importance of intervals and scales in harmony.
- 4.0 Understand the importance of melody in harmony.

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%



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**THEORY OF MUSIC II**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: THEORY OF MUSIC II</b>			<b>COURSE CODE: MUT 201</b>		<b>CONTACT HOURS: 3HOURS</b>	
<b>GOAL:</b> This module is designed to provide the student with a good understanding of the philosophy of music.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective:</b> 1.0 Understand the importance of chords.						
<b>WEEK</b>	<b>Specific Learning Objectives</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objectives</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Enumerate the various types of chords.  1.2 Explain the use of primary chords  1.3 Explain cadences and their chord progressions.  1.4 Learn voice-leading rules.  1.5 Explain inversions of chords and their figurations  1.6 Identify chords aurally.  1.7 Describe inverted chords.	! The teacher shall teach each of these musical concepts.	! Chalkboard/ magic board.	1.1 Write primary chord in various keys.  1.2 Write cadences: perfect, semi-cadence, interrupted and plagal cadences in various keys.  1.3 Harmonize melodies with the use of chords in root position and 1 <sup>st</sup> inversion.  1.4 Use the $\frac{6}{4}$ chords appropriately.  1.5 Scan poems  1.6 Set poems to music.	! The teacher shall illustrate each of the musical concepts.	! Manuscript, pencils, erasers.

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	1.8 Use triads as basis of harmony.					
	1.9 Describe how to harmonize with $^6_3$ chords root position $^6_4$ .					
	1.10 Describe the dominant 7 <sup>th</sup> chord.					
<b>General Objective:</b> 2.0 Understand harmonic writings (four-part, three-part, and two-part harmony).						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	2.1 Study various harmonic textures.	! The teacher shall teach each of these musical concepts.	! Chalkboard/ magic board.			
	2.2 Inter-relate harmony with counterpoint.					
	2.3 Define, recognize and use non-harmonic tones.					
<b>General Objective:</b> 3.0 Understand the importance of melody in harmony.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	3.1 Define melody.	! The teacher shall teach each of these musical concepts.	! Chalkboard/ magic board.	3.1 Identify melodic triads.	! The teacher shall illustrate each of the melodic concepts.	! Manuscript, pencils, erasers.
	3.2 Write simple melody and scan text.			3.2 Illustrate melodic contour.		
	3.3 Describe melodic contour.			3.3 Ornament a melodic movement.		
	3.4 Explain the various ranges in melody.					

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3.5 Describe a melodic movement.			3.4 Write simple melodies.		
3.6 Outline melodic ornamentations.			3.5 Write dominant 7 <sup>th</sup> chord.		
3.7 Define mode.			3.6 Use dominant 7 <sup>th</sup> chord		
3.8 Explain the relevance of mode in a melodic framework.					

**ASSESSMENT:** Assignments/Tests-20%, Practicals- 20%, Examinations- 60%

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**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** THEORY OF MUSIC III

**COURSE CODE:** MUT 202

**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIALS: NIL PRACTICAL: 2 HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This module is designed to provide the student with a good understanding of the philosophy of music.

**GENERAL OBJECTIVES:**

On completion of this course the students should be able to:-

- 1.1 Understand how to write simple melodies.
- 1.2 Understand how to do two-part writing
- 1.3 Understand how to do harmony in four parts.

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%

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**THEORY OF MUSIC III**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: THEORY OF MUSIC III</b>			<b>COURSE CODE: MUT 202</b>		<b>CONTACT HOURS: 3HOURS</b>	
<b>GOAL:</b> This module is designed to provide the student with a good understanding of the philosophy of music.						
<b>COURSE SPECIFICATION: Theoretical Content:</b>				<b>Practical Content:</b>		
<b>General Objective:</b> 1.0 Understand the importance of chords.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Define melody. 1.2 State the characteristics of melody. i. Repeated tones ii. Conjunct/stepwise movement. iii. Disjunct movement/leap/ skip. 1.3 Write antecedent and consequent phrases. 1.4 Write two-bar, four-bar, and eight-bar phrases	! Give students various definitions of a melody.  ! Teach the three characteristics of a melody: repeated tones, conjunct/stepwise movement, disjunct movement/leap/ skip.  ! Explain the concepts of antecedent and consequent phrases.  ! Guide students how o write two-	! Chalkboard/ magic board, manuscript.	1.7	!	! Manuscript, pencils, erasers.

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		bar, four-bar, and eight-bar phrases.				
	<b>General Objective:</b> 2.0 Understand how to do two-part writing.					
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	2.1 Explain note-against-note style. 2.2 Explain two against one style and the use of passing note and auxiliary. 2.3 Explain four-against-one style and the use of enchanpe. 2.4 Explain the use of preparation, suspension, retardation in two part writing. 2.5 Explain the florid style.	! The teacher shall guide the student on how to do two part writing using note-against-note style, two-against-one style, four-against-one style and florid style.	!			
	<b>General Objective:</b> 3.0 Understand how to do harmony in four parts.					
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	3.1 Harmonize cadences. 3.2 Harmonize melodic lines with the use of chords and their inversions. 3.3 Realize figured-bass using note without figure, $\begin{smallmatrix} 5 & 6 \\ 3 & 4 \end{smallmatrix}$ , $\begin{smallmatrix} 6 & 7 \\ 4 & 5 \end{smallmatrix}$ , $\begin{smallmatrix} 6 & 4 \\ 5 & 3 \end{smallmatrix}$ , $\begin{smallmatrix} 4 & 4 \\ 3 & 3 \end{smallmatrix}$ and line of	! Guide student in harmonizing cadences.  ! Guide student in harmonizing melodic lines with the use of chords and their	! Music textbooks, chalkboard, manuscript. figured-bass using note without figure, $\begin{smallmatrix} 5 & 6 \\ 3 & 4 \end{smallmatrix}$ , $\begin{smallmatrix} 6 & 7 \\ 4 & 5 \end{smallmatrix}$ , $\begin{smallmatrix} 4 & 4 \\ 3 & 3 \end{smallmatrix}$ and line of continuation. figured-bass using			

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	continuation.	<p>inversions.</p> <p>! Guide student in realizing figured-bass using note without figure, <math>\overset{5}{3} \overset{6}{3}</math>, <math>\overset{6}{4}, \overset{7}{5}, \overset{6}{4}, \overset{4}{3}</math> and line of continuation.</p>	<p>note without figure, <math>\overset{5}{3} \overset{6}{3}, \overset{6}{4}, \overset{7}{5}, \overset{4}{3}, \overset{4}{3}</math> and line of continuation.</p>			
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**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%

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**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** EAR TRAINING AND AURAL PERCEPTION I

**COURSE CODE:** MUT 103

**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIALS: NIL PRACTICAL: 2 HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This course is designed to develop the aural perception of individual student.

**GENERAL OBJECTIVES:**

On completion of this course the students should be able to:-

- 1.0 Know the functional pitch recognition.
- 2.0 Understand interval recognition.
- 3.0 Know how to differentiate chords types.
- 4.0 Understand Rhythm recognition.
- 5.0 Know Timbre recognition.
- 6.0 Know how to transcribe music.

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%



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**EAR TRAINING AND AURAL PERCEPTION I**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: EAR TRAINING AND AURAL PERCEPTION I</b>			<b>COURSE CODE: MUT 103</b>		<b>CONTACT HOURS: 3HOURS</b>	
<b>COURSE GOAL:</b> This course is designed to develop the aural perception of individual student.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
	<b>General Objective:</b> 1.0 Know the functional pitch recognition.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Explain the importance of functional pitch.  1.2 Identify the role of the single pitch in the context of an establishing tonic pitch.  1.3 Recognize each subsequent pitch in isolation with no need for reference in acoustic pitches.  1.4 Appreciate the roles and meanings of pitches.	! The teacher shall teach the students the basics of pitch recognition.	! Chalk and Board	1.1 Identify functional pitch.  1.2 Use scale degree numbers and movable solemnization to recognize functional pitches.  1.3 Associate pitches with identical models.	! Demonstrate the operations to the students.	! Choral room
	<b>General Objective:</b> 2.0 Understand intervals					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	2.1 Explain distance between two pitches (notes).	! The teacher shall further teach the	! Chalk and Board	2.1 Recognize aural distance between two	! Demonstrate the operations to the	! Choral room

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	<p>2.2 Explain intervals in semi tones.</p> <p>2.3 Explain the sense of tones place in the scale and its function.</p> <p>2.4 Explain each tone's place in the scale and its functions in the key.</p>	<p>students pitch and intervals between pitches.</p>		<p>notes.</p> <p>2.2 Sense each tones place in its scale of its functions in the key.</p> <p>2.3 Hear its position tendency and its relationship to the other pitches with the mind ear.</p>	<p>students.</p>	
<b>General Objective:</b> 3.0 Know how to differentiate chords types.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	<p>3.1 Define melody.</p> <p>3.2 Describe the harmonic structures that support melody of a song.</p> <p>3.3 Recognize out of context inversion as of a song.</p> <p>3.4 Explain the characteristics sounds of the chord.</p> <p>3.5 Describe cord progressions.</p> <p>3.6 Relate chords to each other in the context of music.</p>	<p>! The teacher shall teach the students the basics of melody.</p>	<p>! Chalk and Board</p>	<p>3.1 Listen to the harmonics structure that supports given melody.</p> <p>3.2 Listen to different types of chords.</p> <p>3.3 Recognize chords in version out of context.</p> <p>3.4 Identify sounds of the chords.</p> <p>3.5 Indicate chord progressions in the context of a piece of music</p>	<p>! Demonstrate the operations to the students.</p>	<p>! Choral room</p>

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<b>General Objective: 4.0 Understand Rhythmic Patterns.</b>						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	4.1 Define rhythm. 4.2 Explain how musicians practice rhythms. 4.3 Explain the principles of musical memory. 4.4 Describe the tapping method for rhythmic patterns. 4.5 Explain the time keeping approach for rhythmic pattern formation.	! The teacher shall teach the students the basics of rythm.	! Chalk and Board	4.1 Practice rhythms by breaking them into smaller and more easily identifiable sub-patterns. 4.2 Use combination of four eight notes and eight rest. 4.3 String different four-note patterns together. 4.4 Express rhythm with different muscles in the body e.g. hand, foot, voice etc. 4.5 Use metronome for time keeping in rhythmic training.	! Demonstrate the operations to the students.	! Choral room
<b>General Objective: 5.0 Know timbre recognition.</b>						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	5.1 Explain timbre recognition. 5.2 Aurally recognize timbres of various musical instruments.	! The teacher shall teach the students the basics of timbre recognition.	! Chalk and Board	5.1 Create varying timbre effects with various musical instruments, by varying methods such as plucking, bowing, striking etc.	! Demonstrate the operations to the students.	! Choral room

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	<p>5.3 Explain the factors responsible for different timbres in the same instruments.</p> <p>5.4 Explain the various techniques used to achieve same pitch through a variety of timbres.</p> <p>5.5 Differentiate various timbres as important musical skills that can be acquired and improved upon.</p>			<p>5.2 Identify various timbres and improve on them.</p>		
<b>General Objective:</b> 6.0 Know how to transcribe music.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	<p>6.1 Explain various ways of representing musical notes and timbres in rhythmic pattern</p> <p>6.2 Distinguish the characteristics notes .</p> <p>6.3 Explain how to express rhythm, melody and harmony in transcriptions.</p>	<p>! The teacher shall teach the students how to transcribe music.</p>	<p>! Chalk and Board</p>	<p>6.1 Listen to the giving recorded music.</p> <p>6.2 Identity the various instruments used.</p> <p>6.3 Recognize the voices and various tones.</p> <p>6.4 Recognize the rhythm melody and harmony of the music.</p> <p>6.5 Transcribe the music in relevant notations.</p>	<p>! Demonstrate the operations to the students.</p>	<p>! Choral room</p>

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**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** EAR TRAINING AND AURAL PERCEPTION II

**COURSE CODE:** MUT 104

**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIALS: NIL PRACTICAL: 2 HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This course is designed to develop the aural perception of individual student.

**GENERAL OBJECTIVES:**

On completion of this course the students should be able to:-

- 1.0 Recognize simple diatonic intervals .
- 2.0 Write simple melody from dictation.
- 3.0 Write simple rhythmic patterns from dictation.
- 4.0 Identify different triads.
- 5.0 Recognize cadences and their chord progression.

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%

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**EAR TRAINING AND AURAL PERCEPTION II**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: EAR TRAINING AND AURAL PERCEPTION II</b>			<b>COURSE CODE: MUT 104</b>		<b>CONTACT HOURS: 3HOURS</b>	
<b>GOAL:</b> This course is designed to develop the aural perception of individual student.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
	<b>General Objective: 1.0</b> Recognize simple diatonic intervals					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Describe intervals of the 1 <sup>st</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> and octave as perfect.  1.2 Describe intervals of the 2 <sup>nd</sup> , 3 <sup>rd</sup> , 6 <sup>th</sup> and 7 <sup>th</sup> as major.  1.3 Describe intervals of 1 <sup>st</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> and octave as diminished when they are less by a semitone.  1.4 Describe intervals of the 2 <sup>nd</sup> , 3 <sup>rd</sup> , 6 <sup>th</sup> and 7 <sup>th</sup> as minor when they are less by a semitone.	! Teacher shall teach the student how to recognize aurally the diatonic intervals as major, minor, perfect or diminished.  ! The teacher shall play the different intervals for the student to recognize.  ! The teacher shall guide the student how to recognize the intervals aurally.	! Chalk and Board, manuscript and piano/keyboard.	1.1 Illustrate diatonic intervals.  1.2 Play diatonic intervals as major, minor, perfect and diminished tones.	! The teacher shall play the different intervals for the student to recognize.  The teacher shall guide the student how to recognize the intervals aurally.	Manuscript and piano/keyboard.
	<b>General Objective: 2.0</b> Write simple melody from dictation.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	2.1 Memorize melodic	Guide the student on how to	! Chalk and	2.1 Hum the melody.	Announce the key	Manuscript and

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	phrases. 2.2 Recall melodic phrases.	write the melody. ! Announce the key in which the melody is written. ! Announce the time signature of the melody.	Board, manuscript , piano/keybo ard and any percussive instrument.	2.2 Write the melody. 2.3 Play melodic phrases.	in which the melody is written. Announce the time signature of the melody.	piano/keyboard.
<b>General Objective:</b> 3.0 Write simple rhythmic patterns from dictation						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	3.1 Memorize rhythmic patterns. 3.2 Recall rhythmic patterns.	! Guide the student on how to write rhythmic patterns.	Chalk and Board, manuscript and piano/keyboard	3.1 Clap rhythmic patterns. 3.2 Write rhythmic patterns. 3.3 Play rhythmic patterns.	! Establish the beat. ! Announce the time signature of the rhythmic pattern.	Manuscript and piano/keyboard.
<b>General Objective:</b> 4.0 Identify different triads.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	4.1 Learn how to hum triad. 4.2 Recognize triad as major. 4.3 Recognize triad as perfect. 4.4 Recognize triad as minor. 4.5 Recognize triad as	! Illustrate different types of triad for the student. ! Illustrate to the students how to hum triadic notes in succession.	! Chalk and Board, manuscript and piano/keybo ard.	4.1 Hum triad. 4.2 Play triad as major. 4.3 Play triad as perfect. 4.4 Play triad as minor. 4.5 Play triad as diminished.	! Play different types of triad for the student. ! Teach the student how to hum triadic notes in succession. ! Play triads melodically and harmonically.	Manuscript and piano/keyboard.

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	diminished. 4.6 Recognize triads when played melodically and harmonically.					
	<b>General Objective:</b> 5.0 Recognize cadences and their chord progressions					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	5.1 Recognize perfect cadence and its progression.  5.2 Recognize semi-cadence or half close cadence and its progression.  5.3 Recognize plagal cadence and its chord progression.  5.4 Recognize interrupted cadence and its progression.	! Play different cadences for the student to recognize .  ! Guide the student on how to recognize the cadences and their chord progressions.	! Chalk and Board, manuscript and piano/keyboard.			

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%



***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** EAR TRAINING AND AURAL PERCEPTION III

**COURSE CODE:** MUT 203

**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIALS: NIL PRACTICAL: 2 HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This course is designed to develop the aural perception of individual student.

**GENERAL OBJECTIVES:**

On completion of this course the students should be able to:-

- 1.0 Recognize simple diatonic intervals and their inversions .
- 2.0 Write rhythmic patterns from dictation with simple and compound time signatures.
- 3.0 Write melodies from dictation with simple and compound time signatures.
- 4.0 Identify different triads and their inversions.
- 5.0 Recognize chord progressions and cadences.

**ASSESSMENT:** Assignment/Tests- 20%, Practicals- 20%, Examinations- 60%

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**EAR TRAINING AND AURAL PERCEPTION III**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: EAR TRAINING AND AURAL PERCEPTION III</b>			<b>COURSE CODE: MUT 203</b>		<b>CONTACT HOURS: 3HOURS</b>	
<b>COURSE GOAL:</b> This course is designed to develop the aural perception of individual student.						
<b>COURSE SPECIFICATION: Theoretical Content:</b>				<b>Practical Content:</b>		
<b>General Objective:</b> 1.0 Recognize simple diatonic intervals and their inversions						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	<p>1.1 Describe intervals of the 1<sup>st</sup>, 4<sup>th</sup>, 5<sup>th</sup> and octave as perfect.</p> <p>1.2 Describe intervals of the 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup> and 7<sup>th</sup> as major.</p> <p>1.3 Describe intervals of 1<sup>st</sup>, 4<sup>th</sup>, 5<sup>th</sup> and octave as diminished when they are less by a semitone.</p> <p>1.4 Describe intervals of the 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup> and 7<sup>th</sup> as minor when they are less by a semitone.</p> <p>1.5 Learn that major interval becomes minor, minor interval becomes major, perfect intervals remains perfect, diminished interval becomes augmented with inverted.</p>	<p>! Teacher shall teach the student how to recognize aurally the diatonic intervals as major, minor, perfect or diminished.</p> <p>! The teacher shall guide the student how to recognize the intervals aurally.</p> <p>! Guide student to recognize intervals when inverted.</p>	<p>! Chalk and Board, manuscript and piano/keyboard.</p>	<p>1.1 Recognize aurally the diatonic intervals as major, minor, perfect or diminished.</p> <p>1.2 Play the different intervals for the student to recognize.</p> <p>1.3 Recognize intervals when inverted.</p>	<p>2 Teacher shall demonstrate aurally the diatonic intervals as major, minor, perfect or diminished.</p> <p>3 The teacher shall play the different intervals for the student to recognize.</p> <p>4 Guide student to recognize intervals when inverted.</p>	<p>Manuscript and piano/keyboard.</p>

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	<b>General Objective:</b> 2.0 Write rhythmic patterns from dictation with simple and compound time signatures.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	2.1 Memorize rhythmic patterns. 2.2 Recall rhythmic patterns. 2.3 Write rhythmic patterns.	Establish the beat.  Announce the time signature of the rhythmic pattern.  Guide the student on how to write rhythmic patterns.	Chalk and Board, manuscript, piano/keyboard and any percussive instrument.	2.1 Clap rhythmic patterns. 2.2 Play rhythmic patterns.	Clap rhythmic patterns  Guide the student on how to play rhythmic patterns.	Manuscript and piano/keyboard.
	<b>General Objective:</b> 3.0 Write melodies from dictation with simple and compound time signatures.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	3.1 Memorize melodic phrases. 3.2 Recall melodic phrases. 3.3 Write the melody.	3.1 Guide the student on how to write the melody.  3.2 Announce the key in which the melody is written.  3.4 Announce the time signature of the melody.	Chalk and Board, manuscript and piano/keyboard	3,1 Hum the melody. 3.2 Play melodic phrases	Demonstrate how to play melodic phrases.  Use both simple and compound time signatures.	Manuscript and piano/keyboard.
	<b>General Objective:</b> 4.0 Identify different triads and their inversions.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	4.1 Learn how to hum triad. 4.2 Recognize triad as major.	Describe different types of triads for the student.	Chalk and Board, manuscript and piano/keyboard.	4.1 Play different types of triad for the student.	Demonstrate how to play different types of triad	Manuscript and piano/keyboard.

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	4.3 Recognize triad as perfect. 4.4 Recognize triad as minor. 4.5 Recognize triad as diminished. 4.6 Recognize triads when played melodically and harmonically. 4.7 Recognize triad when inverted.	Guide student on how to recognize inverted triads.		4.2 Hum triadic notes in succession.  4.3 Play triads melodically and harmonically.	for the student.  Teach the student how to hum triadic notes in succession.  Play triads melodically and harmonically.	
<b>General Objective:</b> 5.0 Recognize chord progressions and cadences.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	5.1 Recognize primary chords in major keys. 5.2 Recognize primary chords in minor keys. 5.3 Write progressions that use not more than four chords from dictation. 5.4 Recognize cadences.	Guide the student on how to recognize the cadences and their chord progressions.	Chalk and Board, manuscript and piano/keyboard	5.1 Play different cadences.	Demonstrate how to play different cadences for the student to recognize.	Manuscript and piano/keyboard.

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** EAR TRAINING AND AURAL PERCEPTION IV

**COURSE CODE:** MUT 204

**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIALS: NIL PRACTICAL: 2 HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This course is designed to develop the aural perception of individual student.

**GENERAL OBJECTIVES:**

On completion of this course the students should be able to:-

- 1.0 Recognize simple diatonic intervals and their inversions.
- 2.0 Write rhythmic patterns from dictation with simple and compound time signatures.
- 3.0 Write melodies from dictation with simple and compound time signatures.
- 4.0 Further identification of different triads and their inversions.
- 5.0 Further recognition of chord progressions and cadences.

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%

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**EAR TRAINING AND AURAL PERCEPTION IV**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE: EAR TRAINING AND AURAL PERCEPTION IV</b>			<b>COURSE CODE: MUT 204</b>		<b>CONTACT HOURS: 3HOURS</b>	
<b>COURSE GOAL:</b> This course is designed to develop the aural perception of individual student.						
<b>COURSE SPECIFICATION: Theoretical Content:</b>				<b>Practical Content:</b>		
<b>General Objective: 1.0</b> Recognize simple diatonic intervals and their inversions						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	<p>1.1 Describe intervals of the 1<sup>st</sup>, 4<sup>th</sup>, 5<sup>th</sup> and octave as perfect.</p> <p>1.2 Describe intervals of the 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup> and 7<sup>th</sup> as major.</p> <p>1.3 Describe intervals of 1<sup>st</sup>, 4<sup>th</sup>, 5<sup>th</sup> and octave as diminished when they are less by a semitone.</p> <p>1.4 Describe intervals of the 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup> and 7<sup>th</sup> as minor when they are less by a semitone.</p> <p>1.5 Learn that major interval becomes minor, minor interval becomes major, perfect intervals remain perfect, diminished interval becomes augmented with inverted.</p>	<p>Teacher shall teach the student how to recognize aurally the diatonic intervals as major, minor, perfect or diminished.</p> <p>The teacher shall play the different intervals for the student to recognize.</p> <p>The teacher shall guide the student on how to recognize the intervals aurally.</p> <p>Guide student to recognize intervals when inverted.</p>	<p>4 Chalk and Board, manuscript and piano/keyboard.</p>	<p>1.1 Recognize aurally the diatonic intervals as major, minor, perfect or diminished.</p> <p>1.2 Play the different intervals for the student to recognize.</p> <p>1.3 Recognize the intervals aurally.</p> <p>1.4 Recognize intervals when inverted.</p>	<p>Teacher shall teach the student how to recognize aurally the diatonic intervals as major, minor, perfect or diminished.</p> <p>The teacher shall play the different intervals for the student to recognize.</p> <p>The teacher shall guide the student how to recognize the intervals aurally.</p> <p>Guide student to recognize intervals when inverted.</p>	<p>Manuscript and piano/keyboard.</p>

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	<b>General Objective:</b> 2.0 Write rhythmic patterns from dictation with simple and compound time signatures.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	2.1 Memorize rhythmic patterns.  2.2 Recall rhythmic patterns.  2.3 Clap rhythmic patterns.	Clap rhythmic patterns  Establish the beat.  Announce the time signature of the rhythmic pattern.	Chalk and Board, manuscript, piano/keyboard and any percussion instrument.	2.1 Clap rhythmic patterns  2.2 Write rhythmic patterns.	Establish the beat.  Announce the time signature of the rhythmic pattern.  Guide the student on how to write rhythmic patterns.	Manuscript and piano/keyboard.
	<b>General Objective:</b> 3.0 Write melodies from dictation with simple and compound time signatures.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	3.1 Memorize melodic phrases.  3.2 Recall melodic phrases.	Guide the student on how to write the melody.  Play melodic phrases.  Use both simple and compound time signatures.  Give students passages with simple and compound time signatures to sight sing	Chalk and Board, manuscript and piano/keyboard	3.1 Hum the melody.  3.2 Write the melody.  3.3 Write two-part melodic phrases from dictation  3.4 Sight sing melodies with simple and compound time signatures	Play melodic phrases.  Announce the key in which the melody is written.  Announce the time signature of the melody.  Play two-part melodic passages	Manuscript and piano/keyboard.

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	<b>General Objective:</b> 4.0 Further identifications of different triads and their inversions.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	4.1 Describe how to hum triad. 4.2 Recognize triad as major. 4.3 Recognize triad as perfect. 4.4 Recognize triad as minor 4.5 Recognize triad as diminished. 4.6 Recognize triads when played melodically and harmonically. 4.6 Recognize triads when inverted.	Play different types of triad for the student.  Teach the student how to hum triadic notes in succession.  Play triads melodically and harmonically.  Guide student on how to recognize inverted triads.	Chalk and Board, manuscript and piano/keyboard.	4.1 Hum triad. 4.2 Play triad as major. 4.3 Play triad as perfect. 4.4 Play triad as minor 4.5 Play triad as diminished. 4.6 Play triads melodically and harmonically. 4.7 Play triads when inverted.	Play different types of triad for the student.  Teach the student how to hum triadic notes in succession.  Play triads melodically and harmonically.  Guide student on how to recognize inverted triads.	Manuscript and piano/keyboard.
	<b>General Objective:</b> 5.0 Further recognition of chord progressions and cadences.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	5.1 Recognize primary and secondary chords in major keys.  5.2 Recognize primary and secondary chords in minor keys.	Play different cadences for the student to recognize.  Guide the student on how	Chalk and Board, manuscript and piano/keyboard.			



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	5.3 Write progressions that use not more than four chords from dictation.  5.4 Recognize cadences.	to recognize the cadences and their chord progressions.				
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**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC  
**COURSE TITLE:** APPLIED MUSIC I (MAJOR)  
**COURSE CODE:** MUT 105  
**CONTACT HOURS:** LECTURE: NIL TUTORIALS: 1 HOUR PRACTICAL: 4 HOURS  
**CREDIT UNITS:** 3 UNITS

**COURSE GOAL:** This course is designed to develop the students proficiency in an instrument as a major.

**GENERAL OBJECTIVES:**

On completion of this course the students should be able to:-

1.0 Proficiently play an instrument as a main instrument of his choice.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

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**APPLIED MUSIC I (MAJOR)**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE:</b> APPLIED MUSIC I (MAJOR STUDY)		<b>COURSE CODE:</b> MUT 105		<b>CONTACT HOURS:</b> 5 HOURS		
<b>COURSE GOAL:</b> Learn to be proficient in one major musical instrument.						
<b>COURSE SPECIFICATION: Theoretical Content:</b>				<b>Practical Content:</b>		
<b>General Objective:</b> 1.0 The student learns to be proficient in one musical instrument of his choice.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Explain the basic features of the instrument upkeep and maintenance.  1.1 Describe how to play scales and arpeggios on the instrument (C, G, D, F).  1.2 Describe the method of sight reading while playing the instrument.  1.3 Explain how to play the instrument by ear.  1.4 Describe how to play 2 out of 3 set pieces.	Explain to the student the basic features of the instrument.  Describe how to play the instrument  Describe how to maintain the instrument.	Chalkboard, manuscripts and relevant musical instrument	1.1 Illustrate the basic features of the instrument and its upkeep and maintenance.  1.2 Play scales and arpeggios on the instrument (C, G, D, F).  1.3 Practice sight reading while playing the instrument.  1.4 Play the instrument by ear.  1.5 Play 2 out of 3 set pieces.	Teach the student how to play scales and arpeggios.  Guide the students on how to read notes and play the instrument.  Guide the student to play the selected pieces.	Manuscript and relevant musical instrument

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC  
**COURSE TITLE:** APPLIED MUSIC II (MAJOR)  
**COURSE CODE:** MUT 106  
**CONTACT HOURS:** LECTURE: NIL TUTORIALS: 1 HOUR PRACTICAL: 4 HOURS  
**CREDIT UNITS:** 3 UNITS  
**COURSE GOAL:** This course is designed to develop the students proficiency in an instrument as a major.

**GENERAL OBJECTIVES:**

On completion of this course the students should be able to:-

1.0 Proficiently play an instrument as a main instrument of his choice.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

*NID IN MUSIC (DRAFT)*

**APPLIED MUSIC II (MAJOR STUDY)**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: APPLIED MUSIC II (MAJOR STUDY)</b>			<b>COURSE CODE: MUT 106</b>		<b>CONTACT HOURS: 5 HOURS</b>	
<b>COURSE GOAL:</b> Learn to be proficient in one major musical instrument.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective:</b> 1.0 The student should be able to proficiently play an instrument as a main instrument of his choice.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 .Describe how to play scales and arpeggios on the instrument (C, G, D, F, A, E).	Teach the student how to maintain the instrument.	Chalkboard, manuscripts and relevant musical instrument	1.1 Play scales and arpeggios on the instrument (C, G, D, F, A, E).	Teach the student how to maintain the instrument.	Manuscript and relevant musical instrument
	1.2 Explain sight reading while playing the instrument.	Teach the student how to play scales and arpeggios.		1.2 Sight read while playing the instrument.	Teach the student how to play scales and arpeggios.	
	1.3 Describe how to play the instrument by ear.	Guide the student on how to read notes and play the instrument.		1.3 Play the instrument by ear.	Guide the student on how to read notes and play the instrument.	
	1.4 Describe how to play 2 out of 3 set pieces.	Guide the student to play the selected pieces.		1.4 Play 2 out of 3 set pieces.	Guide the student to play the selected pieces.	

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC  
**COURSE TITLE:** APPLIED MUSIC III (MAJOR)  
**COURSE CODE:** MUT 205  
**CONTACT HOURS:** LECTURE: NIL TUTORIALS: 1 HOUR PRACTICAL: 4 HOURS  
**CREDIT UNITS:** 3 UNITS  
**COURSE GOAL:** This course is designed to develop the students proficiency in an instrument as a major.

**GENERAL OBJECTIVES:**

On completion of this course the students should be able to:-

1.0 Proficiently play an instrument as a main instrument of his choice.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

*NID IN MUSIC (DRAFT)*

**APPLIED MUSIC III (MAJOR)**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: APPLIED MUSIC III (MAJOR STUDY)</b>			<b>COURSE CODE: MUT 205</b>		<b>CONTACT HOURS: 5 HOURS</b>	
<b>COURSE GOAL:</b> Learn to be proficient in one major musical instrument.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective: 1.0</b> The student learns to be proficient in one musical instrument of his choice.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Describe how to play scales and arpeggios on the instrument (C, G, D, F, A, E, B flat and their relative minor).  1.2 Explain sight reading while playing the instrument.  1.3 Describe how to play the instrument by ear.  1.4 Describe how to play 2 out of 3 set pieces.	Teach the student how to maintain the instrument.  Teach the student how to play scales and arpeggios.  Guide the students on how to read notes and play the instrument.  Guide the student to play the selected pieces.	Chalkboard, manuscripts and relevant musical instrument	1.1 Play scales and arpeggios on the instrument (C, G, D, F, A, E, B flat and their relative minor).  1.2 Sight read while playing the instrument.  1.3 Play the instrument by ear.  1.4 Play 2 out of 3 set pieces.	Teach the student how to maintain the instrument.  Teach the student how to play scales and arpeggios.  Guide the students on how to read notes and play the instrument.  Guide the student to play the selected pieces.	Manuscript and relevant musical instrument

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC  
**COURSE TITLE:** APPLIED MUSIC IV (MAJOR)  
**COURSE CODE:** MUT 206  
**CONTACT HOURS:** LECTURE: NIL TUTORIALS: 1 HOUR PRACTICAL: 4 HOURS  
**CREDIT UNITS:** 3 UNITS  
**COURSE GOAL:** This course is designed to develop the students proficiency in an instrument as a major.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

1.0 Proficiently play an instrument as a main instrument of his choice.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%



***NID IN MUSIC (DRAFT)***

**APPLIED MUSIC IV (MAJOR)**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: APPLIED MUSIC IV (MAJOR STUDY)</b>			<b>COURSE CODE: MUT 206</b>		<b>CONTACT HOURS: 5 HOURS</b>	
<b>COURSE GOAL:</b> Learn to be proficient in one major musical instrument.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective: 1.0</b> The student learns to be proficient in one musical instrument of his choice.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Describe how to play scales and arpeggios on the instrument (C, G, D, F, A, E, B flat, E flat, A flat, D flat major and their relative minor).  1.2 Explain sight reading while playing the instrument.  1.3 Describe how to play the instrument by ear.  1.4 Describe how to play 2 out of 3 set pieces.	Teach the student how to maintain the instrument.  Teach the student how to play scales and arpeggios.  Guide the student on how to read notes and play the instrument.  Guide the student to play the selected pieces.	Chalkboard, manuscripts and relevant musical instrument	1.1 Play scales and arpeggios on the instrument (C, G, D, F, A, E, B flat, E flat, A flat, D flat major and their relative minor).  1.2 Sight read while playing the instrument.  1.3 Play the instrument by ear.  1.4 Play 2 out of 3 set pieces.	Teach the student how to maintain the instrument.  Teach the student how to play scales and arpeggios.  Guide the student on how to read notes and play the instrument.  Guide the student to play the selected pieces.	Manuscript and relevant musical instrument

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** APPLIED MUSIC I (MINOR STUDY)

**COURSE CODE:** MUT 107

**CONTACT HOURS:** LECTURE: NIL TUTORIALS: 1 HOUR PRACTICAL: 2 HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This course is designed to develop the students proficiency in an instrument as a minor.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

1.0 Proficiently play an instrument as a secondary instrument of his choice other than the one he/ she is studying as a major.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

***NID IN MUSIC (DRAFT)***

**APPLIED MUSIC I (MINOR )**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE:</b> APPLIED MUSIC I (MINOR STUDY)		<b>COURSE CODE:</b> MUT III		<b>CONTACT HOURS:</b> HOURS		
<b>GOAL:</b> The student learns to be proficient in an instrument other than the one he/she is studying as major instrument.						
<b>COURSE SPECIFICATION: Theoretical Content:</b>				<b>Practical Content:</b>		
<b>General Objective:</b> 1.0 Learn to be proficient in a second instrument of choice.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Describe the instrument, its features, playing techniques and simple maintenance tips.	Show the student the basic features of the instrument.	Chalkboard, manuscripts and relevant musical instrument	1.1 Illustrate the instrument, features and simple maintenance tips.	Show the student the basic features of the instrument.	Manuscript and relevant musical instrument
	1.2 Explain how to sight read the following scales and arpeggios on the instrument (C, G, D, F).	Teach the student how to maintain the instrument.		1.2 Sight read the following scales and arpeggios on the instrument (C, G, D, F).	Teach the student how to maintain the instrument.	
	1.3 Explain how to read notes while playing the instrument.	Show the student the sight, how to play the scales.		1.3 Read notes while playing the instrument.	Show the student the sight, how to play the scales.	
	1.4 Explain how to play by ear with the instrument.	Teach the student how to play the notes on the instrument.		1.4 Play by ear with the instrument.	Teach the student how to play the notes on the instrument.	
	1.5 Explain how to play 2 out of 3 set pieces.			1.5 Play 2 out of 3 set pieces.		

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** APPLIED MUSIC II (MINOR STUDY)

**COURSE CODE:** MUT 108

**CONTACT HOURS:** LECTURE: NIL TUTORIALS: 1 HOUR PRACTICAL: 2 HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This course is designed to develop the students proficiency in an instrument as a minor.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

1.0 Proficiently play an instrument as a secondary instrument of his choice other than the one he/ she is studying as a major.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

*NID IN MUSIC (DRAFT)*

**APPLIED MUSIC II (MINOR)**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE:</b> APPLIED MUSIC II (MINOR STUDY)		<b>COURSE CODE:</b> MUT 108		<b>CONTACT HOURS:</b> 3 HOURS		
<b>COURSE GOAL:</b> The student learns to be proficient in an instrument other than the one he/she is studying as major instrument.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective: 1.0</b> Learn to be proficient in a second instrument of choice.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Explain how to sight read the following scales and arpeggios on the instrument (C, G, D, F, A and E Major).	Teach the student how to maintain the instrument.	Chalkboard, manuscripts and relevant musical instrument	1.1 Sight read the following scales and arpeggios on the instrument (C, G, D, F, A and E Major).	Teach the student how to maintain the instrument.	Manuscript and relevant musical instrument
	1.2 Describe how to read notes while playing the instrument.	Show the student the sight, how to play the scales.		1.2 Read notes while playing the instrument.	Show the student the sight, how to play the scales.	
	1.3 Describe how to play by ear with the instrument.	Teach the student how to play the notes on the instrument.		1.3 Play by ear with the instrument.	Teach the student how to play the notes on the instrument.	
	1.4 Describe how to play 2 out of 3 set pieces.			1.4 Play 2 out of 3 set pieces.		

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC  
**COURSE TITLE:** APPLIED MUSIC III (MINOR STUDY)  
**COURSE CODE:** MUT 207  
**CONTACT HOURS:** LECTURE: NIL TUTORIALS: 1 HOUR PRACTICAL: 2 HOURS  
**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This course is designed to develop the student's proficiency in an instrument as a minor.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

1.0 Proficiently play an instrument as a secondary instrument of his choice other than the one he/ she is studying as a major.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

***NID IN MUSIC (DRAFT)***

**APPLIED MUSIC III (MINOR)**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: APPLIED MUSIC III (MINOR STUDY)</b>		<b>COURSE CODE: MUT 108</b>		<b>CONTACT HOURS: 3 HOURS</b>		
<b>COURSE GOAL:</b> The student learns to be proficient in an instrument other than the one he/she is studying as major instrument.						
<b>COURSE SPECIFICATION: Theoretical Content:</b>				<b>Practical Content:</b>		
<b>General Objective: 1.0</b> Learn to be proficient in a second instrument of choice.						
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1 Explain how to sight read the following scales and arpeggios on the instrument (C, G, D, F, A, E, B flat and E flat Major and their relative minor).  1.2 Describe how to read notes while playing the instrument.  1.3 Describe how to play by ear with the instrument.  1.4 Describe how to play 2 out of 3 set pieces.	Teach the student how to maintain the instrument.  Show the student the sight, how to play the scales.  Teach the student how to play the notes on the instrument.	Chalkboard, manuscripts and relevant musical instrument	1.1 Sight read the following scales and arpeggios on the instrument (C, G, D, F, A, E, B flat and E flat Major and their relative minor).  1.2 Read notes while playing the instrument.  1.3 Play by ear with the instrument.  1.4 Play 2 out of 3 set pieces.	Teach the student how to maintain the instrument.  Show the student the sight, how to play the scales.  Teach the student how to play the notes on the instrument.	Manuscript and relevant musical instrument

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

*NID IN MUSIC (DRAFT)*

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC  
**COURSE TITLE:** APPLIED MUSIC IV (MINOR STUDY)  
**COURSE CODE:** MUT 208  
**CONTACT HOURS:** LECTURE: NIL TUTORIALS: 1 HOUR PRACTICAL: 2 HOURS  
**CREDIT UNITS:** 2 UNITS  
**COURSE GOAL:** This course is designed to develop the student's proficiency in an instrument as a minor.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

- 1.0 Proficiently play an instrument as a secondary instrument of his choice other than the one he/ she is studying as a major.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%



***NID IN MUSIC (DRAFT)***

**APPLIED MUSIC IV (MINOR)**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE:</b> APPLIED MUSIC IV (MINOR STUDY)		<b>COURSE CODE:</b> MUT 208		<b>CONTACT HOURS:</b> 3 HOURS		
<b>COURSE GOAL:</b> The student learns to be proficient in an instrument other than the one he/she is studying as major instrument.						
<b>COURSE SPECIFICATION: Theoretical Content:</b>				<b>Practical Content:</b>		
<b>General Objective:</b> 1.0 Learn to be proficient in a second instrument of choice.						
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1 Describe how to sight read the following scales and arpeggios on the instrument (C, G, D, F, A, E, B flat E flat A flat, D flat and their relative minor).  1.2 Describe how to read notes while playing the instrument.  1.3 Describe how to play by ear with the instrument.  1.4 Describe how to play 2 out of 3 set pieces.	Teach the student how to maintain the instrument.  Show the student the sight, how to play the scales.  Teach the student how to play the notes on the instrument.	Chalkboard, manuscripts and relevant musical instrument	1.1 Sight read the following scales and arpeggios on the instrument (C, G, D, F, A, E, B flat E flat A flat, D flat and their relative minor).  1.2 Read notes while playing the instrument.  1.3 Play by ear with the instrument.  1.4 Play 2 out of 3 set pieces.	Teach the student how to maintain the instrument.  Show the student the sight, how to play the scales.  Teach the student how to play the notes on the instrument.	Manuscript and relevant musical instrument

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** ENSEMBLE STUDIES I

**COURSE CODE:** MUT 109

**CONTACT HOURS:** LECTURE: NIL TUTORIALS: NIL PRACTICAL: 3 HOURS

**CREDIT UNITS:** 1 UNIT

**COURSE GOAL:** This course is designed to develop the student's ability to organize group performances.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

1.0 Take active part in a departmental ensemble.

**ASSESSMENT:** Practicals- 40%, Concerts/ Field Excursions- 60%

*NID IN MUSIC (DRAFT)*

**ENSEMBLE STUDIES I**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE:</b> ENSEMBLE STUDIES I			<b>COURSE CODE:</b> MUT 109		<b>CONTACT HOURS:</b> 3 HOURS	
<b>COURSE GOAL:</b> This course is designed to develop the students ability to organize group performances.						
<b>COURSE SPECIFICATION: Theoretical Content:</b>				<b>Practical Content:</b>		
<b>General Objective:</b> 1.0 Take active participation in any departmental ensemble.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
				1.1 Select an orchestra instrument. 1.2 Attend practice sessions regularly. 1.3 Participate actively in ensemble music making. 1.4 Take part in concerts.	Select pieces and arrange them for parts/voices.	Selected pieces.

**ASSESSMENT:** Practicals- 40%, Concerts/ Field Excursions- 60%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** ENSEMBLE STUDIES II

**COURSE CODE:** MUT 110

**CONTACT HOURS:** LECTURE: NIL TUTORIALS: NIL PRACTICAL: 3 HOURS

**CREDIT UNITS:** 1 UNIT

**COURSE GOAL:** This course is designed to develop the students ability to organize group performances.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

1.0 Take active part in a departmental ensemble.

**ASSESSMENT:** Practicals- 40%, Concerts/ Field Excursions- 60%

*NID IN MUSIC (DRAFT)*

**ENSEMBLE STUDIES II**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: ENSEMBLE STUDIES II</b>			<b>COURSE CODE: MUT 110</b>		<b>CONTACT HOURS: 3 HOURS</b>	
<b>COURSE GOAL:</b> This course is designed to develop the students ability to organize group performances.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective:</b> 1.0 Take active participation in any departmental ensemble.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
				1.1 Select an orchestra instrument. 1.2 Attend practice sessions regularly. 1.3 Participate actively in ensemble.music making. 1.4 Take part in concerts.	Select pieces and arrange them for parts/voices.	Selected pieces.

**ASSESSMENT:** Practicals- 40%, Concerts/ Field Excursions- 60%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** ENSEMBLE STUDIES III

**COURSE CODE:** MUT 209

**CONTACT HOURS:** LECTURE: NIL TUTORIALS: NIL PRACTICAL: 3 HOURS

**CREDIT UNITS:** 1 UNIT

**COURSE GOAL:** This course is designed to develop the student's ability to organize group performances.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

1.0 Take active part in a departmental ensemble.

**ASSESSMENT:** Practicals- 40%, Concerts/ Field Excursions- 60%

*NID IN MUSIC (DRAFT)*

**ENSEMBLE STUDIES III**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE:</b> ENSEMBLE STUDIES III			<b>COURSE CODE:</b> MUT 209		<b>CONTACT HOURS:</b> 3 HOURS	
<b>COURSE GOAL:</b> This course is designed to develop the students ability to organize group performances.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective:</b> 1.0 Take active participation in any departmental ensemble.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
		2	3	1.1 Select an orchestra instrument. 1.2 Attend practice sessions regularly. 1.3 Participate actively in ensemble music making. 1.4 Take part in concerts.	Select pieces and arrange them for parts/voices.	Selected pieces.

**ASSESSMENT:** Practicals- 40%, Concerts/ Field Excursions- 60%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC  
**COURSE TITLE:** ENSEMBLE STUDIES IV  
**COURSE CODE:** MUT 210  
**CONTACT HOURS:** LECTURE: NIL TUTORIALS: NIL PRACTICAL: 3 HOURS  
**CREDIT UNITS:** 1 UNIT  
**COURSE GOAL:** This course is designed to develop the student's ability to organize group performances.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

1.0 Take active part in a departmental ensemble.

**ASSESSMENT:** Practicals- 40%, Concerts/ Field Excursions- 60%



*NID IN MUSIC (DRAFT)*

**ENSEMBLE STUDIES IV**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE:</b> ENSEMBLE STUDIES IV			<b>COURSE CODE:</b> MUT 210		<b>CONTACT HOURS:</b> 3 HOURS	
<b>COURSE GOAL:</b> This course is designed to develop the students ability to organize group performances.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective:</b> 1.0 Take active participation in any departmental ensemble.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
		4	5	1.1 Select an orchestra instrument. 1.2 Attend practice sessions regularly. 1.3 Participate actively in ensemble music making. 1.4 Take part in concerts.	Select pieces and arrange them for parts/voices.	Selected pieces.

**ASSESSMENT:** Practicals- 40%, Concerts/ Field Excursions- 60%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC  
**COURSE TITLE:** AFRICAN MUSIC I  
**COURSE CODE:** MUT 111  
**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIALS: NIL PRACTICAL: 2 HOURS  
**CREDIT UNITS:** 2 UNITS  
**COURSE GOAL:** This course is designed to educate the students in the developmental process of African Music.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

- 1.0 Know the elements and use of music in the indigenous African society
- 2.0 Know the fundamental components of African Music.
- 3.0 Understand African Musical genres, forms, elements and practices.
- 4.0 Know the various musical instruments and their role in African Music (musical and extra-musical).
- 5.0 Understand the place of dance in African music.

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%

*NID IN MUSIC (DRAFT)*

**AFRICAN MUSIC I**

<b>PROGRAMME:</b> NATIONAL INNOVATION CERTIFICATE IN MUSIC						
<b>COURSE TITLE:</b> AFRICAN MUSIC I			<b>COURSE CODE:</b> MUT 111		<b>CONTACT HOURS:</b> 3HOURS	
<b>COURSE GOAL:</b> This programme is designed to educate the students in the developmental process of African music.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective:</b> 1.0 Know the elements and use of music in the indigenous African society						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Define African music.  1.2 Describe the developmental process of Indigenous Nigerian music.  1.3 State the role of Art musicians in traditional African setting.  1.4 Explain how traditional rulers use music for expression.  1.5 Explain the use of music for transmitting knowledge and values.  1.6 Explain the use of music in celebrating important communal and cultural events.  1.7 Explain the use of music	! Give assignment to student to write a descriptive essay on various musical arts practices from their cultures.	! Chalk and Board  ! Musical scores and CDs			

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	<p>in marking important events in life.</p> <p>1.8 Explain the use of music in organizing work and leisure activities.</p> <p>1.9 Explain the use of music in communicating with the deities.</p> <p>1.10 Evaluate various musical arts in African society.</p>					
<b>General Objective:</b> 2.0 Know the fundamental components of African Music.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	<p>2.1 Analyze the developmental process of African Music.</p> <p>2.2 State the life and works of prominent African Musicians.</p>	<p>! The teacher shall give assignment to study the life and works of Bobby Benson, Balamila, Victor Uwaifo. Harcourt White, IK Dairo, Danmaraya Jos, Meki Nzewi, O. Ndubisi, Mamman Shata, Haruna Ishiola, Fela Ani Kulapo Kuti.</p>	<p>! Chalk and Board</p> <p>! Musical scores and CDs</p>		!	!
<b>General Objective:</b> 3.0 Understand African musical genres, forms, elements and practices.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>

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	<p>3.1 Explain the principles of repetition in musical presentation.</p> <p>3.2 Describe the improvisation in African musical production.</p> <p>3.3 Describe the character of polyphony in musical presentation.</p> <p>3.4 Study the various call and response singing patterns.</p> <p>3.5 Articulate the drum ensembles.</p> <p>3.6 Explain the use of xylophone in musical production.</p> <p>3.7 Describe ensemble hocket techniques.</p> <p>3.8 Describe the vocalizing process and polyphonic textures.</p>	! The teacher shall teach the students the basic of these various musical periods.	! Chalk and Board.			
	<b>General Objective:</b> 4.0	Know the various instruments and their role in African music (musical and extra-musical).				
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	4.1 Enumerate the various African musical instruments.	! The teacher shall teach the students the basic of these	! Pictures ! Drums	4.1 Compose a given indigenous music on instrumental alone.	! The teacher shall teach the students how to compose	! Drums ! Conga,

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	<p>4.2 Explain the use of drums in African music.</p> <p>4.3 State the materials and processes in constructing African drums.</p> <p>4.4 State the other percussion instruments used in African music.</p> <p>4.5 State the string instrument in use in African music.</p> <p>4.6 Classify the various African musical instruments.</p>	<p>various musical instruments.</p>		<p>4.2 Compose an ensemble present the musical output.</p>	<p>a given music using only instruments.</p>	<p>Xylophone</p> <p>! Dundun, Bata, Goge, Kakaki Oja, Ekwe, Mbira, Ichaka, Molo, Sakara, Agidigbo</p>
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<b>General Objective:</b> 5.0 Understand the dance culture in African music.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	<p>5.1 Enumerate the various dance types found in Nigerian cultures (North, South, East and West).</p> <p>5.2 Explain the use of dances in musical expression.</p> <p>5.3 Describe the various indigenous dance patterns.</p> <p>5.4 Explain the use of bodily</p>	<p>! The teacher shall teach the students the basic of these various cultural dance styles.</p>	<p>! CDs players</p> <p>! Videos of the hybrid music</p>	<p>5.1 Demonstrate various dance styles of African music.</p>	<p>! The teacher should demonstrate to the students various dance styles of African Music.</p> <p>! Invite master dancers or dance groups from the culture.</p>	<p>! Ballroom</p> <p>! CD player or cassette player</p> <p>! Open place, a field or a grass or under a tree</p> <p>! Mat stools as used in culture</p>

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	posture in dance expression.					
5.5	Describe how dance styles have been influenced by social change.					

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%

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**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** AFRICAN MUSIC II

**COURSE CODE:** MUT 112

**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIALS: NIL PRACTICAL: 2HRS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This course is designed to educate the student on the elemental components of African Music.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

- 1.0 Understand the impact of contemporary popular music on African Indigenous music.
- 2.0 Understand the development of Afro-Cuban and Caribbean Music.
- 3.0 Know the developmental process of various folk, indigenous and Art African Music.

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%



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**AFRICAN MUSIC II**

<b>PROGRAMME:</b> NATIONAL INNOVATION CERTIFICATE IN MUSIC						
<b>COURSE TITLE:</b> AFRICAN MUSIC II			<b>COURSE CODE:</b> MUT 112		<b>CONTACT HOURS:</b> 3 HOURS	
<b>COURSE GOAL:</b> This programme is designed to educate student on the elemental components of African Music.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective:</b> 1.0 Understand the impact of contemporary popular music on African Indigenous music.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Explain how contemporary music has been hybridized with African music.  1.2 State the developmental process of these hybridized music.  1.3 Enumerate some as these hybrid music e.g. highlife, afro beat, makossa etc.  1.4 State the integral characteristics of these hybrid music.	! The teacher shall teach the students how these types of music developed.	! Chalk and Board  ! CD Players  ! Videos of hybrid music.			
<b>General Objective:</b> 2.0 Understand the development of Afro-Cuban and Caribbean Music.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	2.1 Narrate the development process of the Afro-Cuban and Caribbean music.	! The teacher shall teach the students the developmental	! Chalk and Board  ! Musical scores and CDs	2.1 The students shall display the use of various instruments and dance steps.	! The teacher shall demonstrate to the students and guide them to	! Various types of Afro Cuban and Caribbean drums, wind

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	<p>2.2 State the common features between these types of music and indigenous African music.</p> <p>2.3 Explain the evolution of the Brazilian music from above.</p> <p>2.4 Relate these to the African American spirituals.</p>	<p>process of these various types of music.</p>			<p>study of movement and steps.</p>	<p>and string instruments.</p>
<p><b>General Objective:</b> 3.0 Know the developmental process of various folk indigenous and Art African</p>						
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	<p>3.1 Describe the evolution of the Congo music.</p> <p>3.2 Describe the evolution of the Zulu music.</p> <p>3.3 Describe the evolution of the Central African music.</p> <p>3.4 Describe the evolution of the Ashanti music.</p> <p>3.5 Describe the evolution of berbas music.</p> <p>3.6 Describe the evolution of the Ethiopian music.</p> <p>3.7 Explain the correlations of these various musicals types.</p>	<p>! The teacher shall teach the students the basic of these various musical periods.</p>	<p>! Chalk and Board.</p>			

**ASSESSMENT:** Assignments/Tests- 20%, Practicals- 20%, Examinations- 60%

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**PROGRAMMES:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** AFRICAN MUSIC III

**COURSE CODE:** MUT 211

**CONTACT HOURS:** LECTURE: NIL TUTORIAL: NIL PRACTICAL 3HRS

**CREDIT UNITS:** 1 UNIT

**COURSE GOAL:** This module is industry based, though under the supervision of the teacher and has been designed to develop the student's affective and psychomotor domain and so actively participate in an indigenous African Ensemble.

**GENERAL OBJECTIVES:** On completion of this module, the student should be able to:

1.0 Know the organization principles in African Ensemble and play active part in an African Ensemble.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

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**AFRICAN MUSIC III**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE:</b> AFRICAN MUSIC STUDIES III			<b>COURSE CODE:</b> MUT 211		<b>CONTACT HOURS:</b> 3 HOURS	
<b>COURSE GOAL:</b> This module is industry based, though under the supervision of the teacher and has been designed to develop the students affective and psychomotor domain.and so actively participate in an indigenous African Ensemble.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective:</b> 1.0 Know the organization principles in African Ensemble and play active part in an African Ensemble.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
				1.1 Play active parts in an African ensemble.  1.2 Organise an African ensemble.	Guide students in participating actively in an African ensemble music practice.	Relevant musical instruments and costumes for an African music ensemble.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

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**PROGRAMMES:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** AFRICAN MUSIC IV

**COURSE CODE:** MUT 212

**CONTACT HOURS:** LECTURE: NIL TUTORIAL: NIL PRACTICAL 3HRS

**CREDIT UNITS:** 1 UNIT

**COURSE GOAL:** This module is industry based, though under the supervision of the teacher and has been designed to develop the students affective and psychomotor domain so as to participate effectively in organizing an African Ensemble.

**GENERAL OBJECTIVES:** On completion of this module, the students should be able to:

1.0 Take active part in a popular music group.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

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**AFRICAN MUSIC IV**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE: AFRICAN MUSIC STUDIES IV</b>			<b>COURSE CODE: MUT 212</b>		<b>CONTACT HOURS: 3 HOURS</b>	
<b>GOAL:</b> This module is industry based, though under the supervision of the teacher and has been designed to develop the students affective and psychomotor domain so as to participate effectively in organizing an African Ensemble.						
<b>COURSE SPECIFICATION: Theoretical Content:</b>				<b>Practical Content:</b>		
<b>General Objective:</b> 1.0 The student must be able to take active part in a popular music group.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
				1.1 Sing solo and chorus. 1.2 Play musical instruments. 1.3 Dance a Nigerian popular music genre of choice. 1.4 Use equipment in popular music bands. 1.5 Set up a popular music band.	Guide Students on how to participate, set up and manage a popular music band.	Relevant instruments of a Nigerian popular music band.

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

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**PROGRAMMES:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** MUSICAL INSTRUMENTS

**COURSE CODE:** MUT 113

**CONTACT HOURS:** LECTURE: 1HR TUTORIAL: NIL PRACTICAL: 4 HRS

**CREDIT UNITS:** 3 UNITS

**COURSE GOAL:** This module is designed to make the student have a clear knowledge of the various instruments use in music

**GENERAL OBJECTIVES: On completion of these module the students should be able to:**

- 1.0 Understand the relevance of musical instruments.
- 2.0 Understand the principles in sound production.
- 3.0 Know the Classification systems for musical instruments.
- 4.0 Know Idiophones musical instruments.
- 5.0 Know membranophones.
- 6.0 Know Aerophones musical instruments.
- 7.0 Know chordophones
- 8.0 Know Electrophones.

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**MUSICAL INSTRUMENTS**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE: MUSICAL INSTRUMENTS</b>		<b>COURSE CODE: MUT 113</b>		<b>CONTACT HOURS: 5 Hrs</b>		
<b>COURSE GOAL: On the completion of this module the student should have a clear knowledge of the various instrument use in music.</b>						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>			<b>Practical Contents:</b>			
<b>General Objective: 1.0 Understand the Relevance of musical instruments.</b>						
WEEK	Specific Learning Objective	Teacher Activities	Learning Resource	Specific Learning Objective	Teacher Activities	Learning Resource
	1.1 Define musical instruments. 1.2 Enumerate the sources. 1.3 Explain the purpose of Musical instruments and how these influences their design.					
<b>General Objective: 2.0 Understand the principles in sound production.</b>						
WEEK	Specific Learning Objective	Teacher Activities	Learning Resource	Specific Learning Objective	Teacher Activities	Learning Resource
	2.1 Explain the principles of sound transmissions in waves. 2.2 Describe musical sound. 2.3 Articulate the audible pitch range. 2.4 Enumerate the amplitude and decibel levels for good musical production. 2.5 State the timbre level for			1.1 Demonstrate the Production of sound from the sound equipment at different levels of pitch.	<input type="checkbox"/> The teacher shall demonstrate to the students how to produce sound from equipment at different levels of pitch.	



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	musical production.					
<b>General Objective: 3.0 Know the classification system for musical Instruments.</b>						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	<p>3.1 Explain how musical Instruments are classified by materials for which they are made.</p> <p>3.2 Explain how they are Classified by social / Cultural status and settings.</p> <p>3.3 Explain how they are Classified by their Musical role.</p> <p>3.4 Explain the classification of musical instruments by acoustic principles.</p> <p>3.5 State the generally convenient acceptable classification system.</p>					

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<b>General Objective: 4.0 Know Idiophones musical Instruments.</b>						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>

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	<p>4.1 Define Idiophones.</p> <p>4.2 Enumerate the various types of Idiophones.</p> <p>4.3 Explain their historical development.</p> <p>4.4 State the production process for various types of Idiophones.</p> <p>4.5 Explain how to maintain Idiophones.</p>			<p>4.1 Identify various Idiophone equipment.</p> <p>4.2 Produce musical notes from a chosen Idiophone.</p> <p>4.3 Clean and state a giving Idiophone after Use.</p> <p>4.4 Carry out basic repairs on a giving Idiophone.</p>		<ul style="list-style-type: none"> <li>• A minimum of 3 species of Idiophones; and not less then 6 each.</li> </ul>
<b>General Objective: 5.0 Know Membranophones.</b>						
WEEK	Specific Learning Objective	Teacher Activities	Learning Resource	Specific Learning Objective	Teacher Activities	Learning Resource
	<p>5.1 Define membranophones.</p> <p>5.2 State the various types of Membranophones.</p> <p>5.3 Explain their historical Development.</p> <p>5.4 Describe how to produce Various types of membranophones both locally and industrially</p> <p style="padding-left: 40px;">5.5 Describe the maintenance</p>			<p>5.1 Identify various types of membrenophones.</p> <p>5.2 Produce a chosen Membrenophne type.</p> <p>5.3 Dismantle and assemble a giving manufactured membrenophone.</p> <p>5.4 Maintain and store giving membrenophones.</p>		<ul style="list-style-type: none"> <li>• Jass ban set</li> <li>• Talking drums</li> <li>• Konga drums</li> <li>• Brass set</li> <li>Etc.</li> </ul>

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	and storage process for Membranophones.					
<b>General Objective: 6.0 Know Aerophones Musical Instruments.</b>						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	6.1 Define Aerophone. 6.2 Describe their historical development. 6.3 State the general classification for Aerophones 6.4 State the various types of flutes. 6.5 Explain how they are manufactured and produce. 6.6 State the various classes of types of single and double reeds. 6.7 Explain their manufacturing and maintenance process. 6.8 State the different types of free reeds. 6.9 Describe their manufacturing and			6.1 Identify the different types of Aerophones. 6.2 Play 2 (two) chosen Ones. 6.3 Maintain and protect the giving Aerophone.		<input type="checkbox"/> Flutes of various types <input type="checkbox"/> Harmonica <input type="checkbox"/> Accordion Organ <input type="checkbox"/> Recorder <input type="checkbox"/> Trumpets, saxophones, clarinets etc.

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	<p>maintenance process.</p> <p>6.10 Articulate orderly vibrated Aerophones and their developmental processes.</p> <p>6.11 Describe their manufacturing and maintenance processes.</p>					
<b>General Objective: 7.0 Know Chordophones.</b>						
WEEK	Specific Learning Objective	Teacher Activities	Learning Resource	Specific Learning Objective	Teacher Activities	Learning Resource
	<p>7.1 Define chordophones .</p> <p>7.2 Explain the historical development of Chordophones.</p> <p>7.3 Enumerate the classes and types of Chordophones.</p> <p>7.4 Describe various types of Zithers and their developmental processes.</p> <p>7.5 Explain how they are Manufactured and Maintained.</p>			<p>7.1 Identify various types of Chordophones.</p> <p>7.2 Play 2 of the types.</p> <p>7.3 Clean and maintained the chosen two (2)</p> <p>7.4 String and unstring The chosen two(2)</p> <p>7.5 Store the available Chordophones as required.</p>		<p><input type="checkbox"/> Piano</p> <p><input type="checkbox"/> Guitar</p> <p><input type="checkbox"/> Violin</p> <p><input type="checkbox"/> Banjo etc.</p>

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	7.6 Describe the various types of key boards chordophone and their developmental process.					
	7.7 Explain how they are manufactured and maintained.					
	7.8 Enumerate the various types of harps and layres.					
	7.9 Describe how they are manufactured and maintained.					
	7.10 Describe various types of Plucks and Bow cutes and their developmental process.					
	7.11 Explain how they are manufactured and maintained.					
<b>General Objective: 8.0 Know Electrophones.</b>						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	8.1 Define Electrophone			8.1 Identify electronic equipment used in Musical production		<input type="checkbox"/> Electronic Organ <input type="checkbox"/> Sound effect Equipment <input type="checkbox"/> Synchronizers and
	8.2 Explain the development of					

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	Electronics in relevance to music			8.2 Carryout basic maintenance on them.		Amplifiers etc.
8.3	Enumerate the various Electronic appliances for used in music.					
8.4	Elucidate the application of these various appliances.					
8.5	State the advantage and disadvantages in the choice of Electrophones.					
8.6	State the maintenance and storage requirements for electrophones.					

**ASSESSMENT:** Assignments- 20%, Practicals- 40%, Examinations- 40%

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**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** GENERAL MUSICAL KNOWLEDGE:

**COURSE CODE:** MUT 114

**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIALS: NIL PRACTICAL: 2 HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This course is designed to give the students a general knowledge of music.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

- 1.0 Gain an understanding of music as an area of knowledge.
- 2.0 Know the uses and functions of music in the society.
- 3.0 Know the different music cultures of the world.
- 4.0 Compare and contrast the indigenous/traditional, popular, and art music types.
- 5.0 Know various musical periods in western music history.
- 6.0 Know the western musical instruments and their classifications.
- 7.0 Know important western composers and some of their works.
- 8.0 Understand various western musical forms.



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**GENERAL MUSICAL KNOWLEDGE**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE:</b> General Musical Knowledge			<b>COURSE CODE:</b> MUT 114		<b>CONTACT HOURS:</b> 3HOURS	
<b>COURSE GOAL:</b> This course is designed to give the students a general knowledge about music.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective: 1.0</b> Gain an understanding of music as an area of knowledge						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Define music.	Give different definitions of music.	Board and Chalk  Relevant Textbooks			
<b>General Objective: 2.0</b> Know the uses and functions of music in the society						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	2.1 State the role of music in human socio-economic life: Aesthetics, Communicative, Entertainment, Educational, Social.	The teacher shall explain the communicative, entertainment, educational, social and aesthetic values of music.	Board and Chalk.  Relevant Textbooks			
<b>General Objective: 3.0</b> Know the different music cultures of the world.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	3.1 Explain music as a cultural marker and maker.	The teacher shall explain the impact of music	Board and chalk. Tapes and CDs.	3.1 Identify the major music cultures of the world as African,	The teacher shall illustrate the impact of music	Tapes, CDs and VCDs, Text books

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	<p>3.2 Identify different music cultures of the world: African, North American (USA, Canada), South American (Latin-Caribbean), Asian (Japanese, Chinese, India etc) and western.</p> <p>3.3 Explain the characteristic features of each of the music cultures of the world: African, North American (USA, Canada), South American (Latin-Caribbean), Asian (Japanese, Chinese, India etc) and western.</p>	<p>on the various cultural settings and how it has affected their life over time.</p>		<p>North American (USA, Canada), South American (Latin-Caribbean), Asian (Japanese, Chinese, India etc) and western.</p> <p>3.2 Outline the characteristic features of each of the music cultures of the world: African, North American (USA, Canada), South American (Latin/Caribbean), Asian (Japanese, Chinese, India etc) and western.</p>	<p>on the various cultural settings and how it has affected their life over time.</p>	
<b>General Objective:</b> 4.0 Compare and contrast the indigenous/traditional, popular, and art music types.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	<p>4.1 Define indigenous/traditional music.</p> <p>4.2 Define popular music.</p>	<p>Give deferring definitions of indigenous/traditional, popular and art music.</p> <p>Outline and explain the characteristic features of</p>	<p>Board , Chalk., CDs and Tapes</p>			

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	4.3 Define art music.	indigenous/traditional, popular and art music.  Explain what differentiate indigenous/traditional, popular and art musicians from themselves.				
	<b>General Objective:</b> 5.0 Know various musical periods in western music history					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	5.1 Trace the historical development of western music styles in respect of periods: Medieval/Middle age, Renaissance, Baroque, Classical, Romantic and Modern.	<ul style="list-style-type: none"> <li>□ Teacher shall teach the socio-historical background of each of the periods: Medieval/Middle age, Renaissance, Baroque, Classical, Romantic and Modern.</li> <li>□ Teach the approximate dates of each of the periods as: <ul style="list-style-type: none"> <li>i. Medieval/Middle age - 450 – 1450</li> <li>ii. Renaissance period – 1450 – 1650</li> <li>iii. Baroque period –</li> </ul> </li> </ul>	Tapes and CDs.			

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		<p>1650 – 1750</p> <p>iv. Classical period – 1750 – 1820</p> <p>v. Romantic period – 1820 – 1900.</p> <p>vi. Modern period – 1900 to date.</p> <p>Teach and explain the characteristic features of each of the periods: Medieval/Middle age, Renaissance, Baroque, Classical, Romantic and Modern, their major composers and important musical forms.</p>				
	<b>General Objective:</b> 6.0 Know the western musical instruments and their classifications.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	<p>6.1 Define the western orchestra.</p> <p>6.2 Identify and classify western musical instruments into the following families: strings, brass, woodwind, percussion.</p>	<p>Give definitions of the western orchestra</p> <p>Name, identify and classify western orchestra instruments into the following families: strings, brass, woodwind, percussion.</p> <p>Name, identify and</p>	<p>Pictures, charts, real musical instruments, tapes, CDs and VCDs.</p>			

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	6.3 Identify and classify modern western musical instruments: electronic, keyboard etc.	classify modern western instruments into the following: electronic, keyboard.				
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<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	<b>General Objective:</b> 7.0 Know important western composers and some of their works.					
	7.1 Identify important composers from the periods in western music history: Medieval/Middle age, Renaissance, Baroque, Classical, Romantic and Modern.  7.2 Give an outline history of the following composers: i. Henry Purcell: his life and works. ii. G. F. Handel: his life and works. iii. J. S. Bach: his life and works. iv. Ludwig Van Beethoven: his life and works.	Discuss important western composers with the student according to the period in music history.  Give an outline history of the following composers and their works: Henry Purcell, G. F. Handel, J. S. Bach, Ludwig Van Beethoven and W. A. Mozart.	Tapes and Cds.			

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	v. W. A. Mozart: his life and works.	his life and impact.				
	<b>General Objective:</b> 8.0 Understand various western musical forms.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	8.1 Give short notes on and discuss the following western musical forms:  i.. Binary ii. Ternary iii. Sonata iv. Rondo. v. Cantata. vi. Mass vii. Concerto viii. Opera. ix. Oratorio.	Explain and give short notes on the following western musical forms: i.. Binary ii. Ternary iii. Sonata iv. Rondo. v. Cantata. vi. Mass vii. Concerto viii. Opera. ix. Oratorio.	Tapes, CDs and VCDs, Text books			

**ASSESSMENT:** Assignment/Tests- 20%, Practicals- 20%, Examinations- 60%

***NID IN MUSIC (DRAFT)***

**PROGRAMMES:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC  
**COURSE TITLE:** STUDIO PRODUCTION I  
**COURSE CODE:** MUT 213  
**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIAL: NIL PRACTICAL: 2 HOURS  
**CREDIT UNITS:** 2 UNITS  
**COURSE GOAL:** This is designed to put the student in active participation in production of music in the studio.

**GENERAL OBJECTIVES:** On completion of this module the student should be able to:

- 1.0 Know the outlay of a music studio and acoustics.
- 2.0 Know the principles in Music Studio Production.
- 3.0 Know the purpose of the MIDI in Music Production.
- 4.0 Understand how to do business in the music studio.

**ASSESSMENT:** Assignment/Tests- 20%, Practicals- 20%, Examinations- 60%

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**STUDIO PRODUCTION I**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE:</b> Studio Production I			<b>COURSE CODE:</b> MUT 213	<b>CONTACT HOURS:</b> 3 Hrs		
<b>COURSE GOAL:</b> Designed to put the student in active participation in production of music in studio						
<b>COURSE SPECIFICATION:</b> Theoretical Contents:			<b>Practical Contents:</b>			
<b>General Objective: 1.0 Know the outlay of a Music Studio and Acoustics</b>						
WEEK	Specific Learning Objective	Teacher Activities	Learning Resource	Specific Learning Objective	Teacher Activities	Learning Resource
	1.1 Describe the configuration of the studio.  1.2 Explain the acoustics of the music studio.  1.3 Enumerate the different types of studio MIDIs and analogues.  1.4 Describe how to sound-proof a music studio.  1.5 Explain the design of a mini studio.	Teacher shall ask the students to visit about 4 different sound studios and write on the assistant and contracting features of all: 2 analogue and 2 midi studios respectively.	Magazines of top music companies: Yamaha, Korg, Croswell, Casio etc.  Chalk and Board	1.1 Carry out scientific artist designs a mini studio.  1.2 Construct a mini studio.  1.3 Study sound properties and management of sound in studio environment.  1.4 Study the characteristics of both analogue and MIDI studios and sound management in both.	3.2.1 Teacher shall demonstrate to the students the use of different sound studios and contrasting features of all: 2 analogue and 2 midi studios respectively.	Magazines of top music companies: Yamaha, Korg, Croswell, Casio etc.
<b>General Objective: 2.0 Know the principles in Music Studio Production.</b>						
WEEK	Specific Learning Objective	Teacher Activities	Learning Resource	Specific Learning Objective	Teacher Activities	Learning Resource
	2.1 Define music studio production.	The teacher shall introduce the students to the different digital and	Chalk and Board  Relevant analogue	2.1 Use different types of microphones in a recording production.	A demonstration of combination of both digital and	Microphones, Sound Filters, Amplifiers,



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	<p>2.3 Enumerate the equipment needed for the production.</p> <p>2.3 Describe the analogue recording equipment.</p> <p>2.4 Describe the Digital Recording Equipment.</p> <p>2.5 Outline the characteristics of different types of microphones.</p> <p>2.6 Explain the combination of both the analogue and digital equipment.</p>	analogue equipment systems required for audio recording.	and digital equipment.	2.2 use current day relevant softwares and hardwares for musical recording.	analogue equipment shall be carried out.	Compressors, Sonud Processor, Effect-Machines, Music Stand, Diskettes, CDs, Reel Tape, Quarter-Inch Multi-Track Tape, Half-Inch Multi-Track Tape, and Computer.
<b>General Objective: 3.0 Know the purpose of the MIDI in Music Production.</b>						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	<p>3.1 Explain the operations of the MIDI.</p> <p>3.2 Enumerate the equipment that use the MIDI.</p> <p>3.3 Explain the use of the MIDI in music production.</p> <p>3.4 Explain the principle in physics applicable in the use of the MIDIs.</p> <p>3.5 Explain how best musical performances can be realized with the use of the</p>	The teacher shall introduce the students to the different digital and analogue equipment systems required for audio recording.	<p>Chalk and Board</p> <p>Relevant analogue and digital equipment.</p>	<p>Set-up a music studio.</p> <p>Record a musical production in a particular sequencing order.</p> <p>Use pro-tools.</p> <p>Produce an album using MIDIs.</p>	A demonstration of combination of both digital and analogue equipment shall be carried out.	<p>Microphones, Sound Filters, Amplifiers, Compressors, Sonud Processor, Effect-Machines, Music Stand, Diskettes, CDs, Reel Tape, Quarter-Inch Multi-Track Tape, Half-Inch Multi-Track Tape, and Computer.</p>

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	<p>MIDIs.</p> <p>3.6 Describe an ideal studio set-up.</p> <p>3.7 Explain the various microphone techniques and sound mixing techniques.</p> <p>3.8 Describe the role fo the various equipment in music production and recording.</p> <p>3.9 Describe the sampling and sequencing process.</p> <p>3.10 Explain the use of the Pro-Tools, the Logic process, and the Sonar or Digital Performer.</p> <p>3.11 Describe the pre-production, production and post-production process.</p> <p>3.12 Explain how various types of effects are created.</p> <p>3.13 Explain the use of the built-in sequencer and the patching system.</p> <p>3.14 Explain the real-world production steps and</p>					
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	techniques used by today's top producers.					
	<b>General Objective: 4.0</b> Understand how to do business in the music studio.					
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>	<b>Specific Learning Objective</b>	<b>Teacher Activities</b>	<b>Learning Resource</b>
	3.1 Describe the sequencing process in music production. 3.2 Explain how to lay tracks in analogue recording. 3.3 Describe the overdubs. 3.4 Describe the mixdown process. 3.5 Explain the mastering process (on Reel, Chrome Tape, DAT and CDs). 3.6 Describe how to duplicate Tapes and CDs.	The teacher shall introduce the students to the different digital and analogue equipment systems required for audio recording.	Chalk and Board  Relevant analogue and digital equipment.	3.1 Lay tracks for analogue recording.  3.2 Do analogue recording.  3.3 Carry-out overdubs and mixdowns.  3.4 Produce Master-Tapes.  3.5 Duplicate into tapes and CDs.	A demonstration of combination of both digital and analogue equipment shall be carried out.	Sequencer, Diskettes, CDs, Reel-to-reel recording Machine, Multi-track Tapes, Magnetic Block Eraser, Four-Track Recording Machine, Four-Track Reel-to-reel Tapes, Chrome Audio Tapes, Professional Diskette Decks, Tape-Mastering Kit, DAT Tapes, and Recordable CDs.

**ASSESSMENT:** Assignment/Tests- 20%, Practicals- 20%, Examinations- 60%

***NID IN MUSIC (DRAFT)***

**PROGRAMME:** NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC

**COURSE TITLE:** STUDIO PRODUCTION II

**COURSE CODE:** MUT 214

**CONTACT HOURS:** LECTURE: 1 HOUR TUTORIALS: NIL PRACTICAL: 2 HOURS

**CREDIT UNITS:** 2 UNITS

**COURSE GOAL:** This course is designed to develop the student in sound management and music engineering.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:-

- 1.0 Understand sound management and music engineering principles.
- 2.0 Know frequency management.
- 3.0 Know how to take necessary precautions, contending with natural phenomenal.
- 4.0 Understand closing, merging and compiling speakers and amplifiers.
- 5.0 Know basic circuits and functions.

**ASSESSMENT:** Assignment/Tests- 20%, Practicals- 20%, Examinations- 60%

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**STUDIO PRODUCTION II**

<b>PROGRAMME: NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>						
<b>COURSE TITLE:</b> STUDIO PRODUCTION II			<b>COURSE CODE:</b> MUT 214		<b>CONTACT HOURS:</b> 3HOURS	
<b>COURSE GOAL:</b> This course is designed to develop the student in sound management and music engineering.						
<b>COURSE SPECIFICATION: Theoretical Contents:</b>				<b>Practical Contents:</b>		
<b>General Objective:</b> 1.0 Understand sound management and music engineering principles.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Define sound intake. 1.2 Define sound processing. 1.3 Define sound output. 1.4 Define the acoustic orchestra. 1.5 Define the electronic orchestra. 1.6 Enumerate how to mix the rife and sythesised sound.	4 The teacher shall explain to the student the definitions of these various sound formations.  These orchestrations shall be explained to the students.	5 Chalk and Board.	1.1 Mix a vocal harmony.  1.2 Mix an instrumental harmony.  1.3 Mix vocal and instrumental harmony.	The teacher shall teach the student how to mix and compose various types of harmony.	Microphones, Sound Filters, Amplifiers, Compressors, Sonud Processor, Effect-Machines, Music Stand, Diskettes, CDs, Reel Tape, Quarter-Inch Multi-Track Tape, Half-Inch Multi-Track Tape, and Computer.
<b>General Objective:</b> 2.0 Know frequency management.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	1.1 Define long range, short	The teacher shall explain	Chalk and			

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	<p>range and medium range frequencies.</p> <p>1.2 Explain the relationship of these various sound frequencies on indoor or theatre sound management.</p> <p>1.3 Explain the relationship of these various frequencies to outdoor sound management.</p> <p>1.4 Explain how to achieve optima acoustic effect in managing indoor and outdoor events.</p>	<p>to the student how variations in frequencies can affect the quality of music produced by them.</p>	<p>Board.</p>			
<b>General Objective:</b> 3.0 Know how to take necessary precautions, contending with natural phenomenal.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	<p>3.1 Explain how variations in temperature and heat generations can affect the performance of recording or musical equipment or the quality of sound produced.</p> <p>4.2 Explain how wind movement can affect the quality of sound production.</p> <p>3.3 Explain how humidity can affect the performance of recording or musical</p>	<p>6 The teacher shall explain to the students how variations in natural phenomenal can affect the quality of music produced.</p>	<p>Chalk and Board.</p>	<p>3.1 Sythesise the effects of changes in temperature , wind force and wind direction, and humidity can affect quality of mucic.</p>	<p>The teacher shall demonstrate to and guide the students to show the effects of changes in the natural phenomenal on the quality of sound production.</p>	<p>Microphones, Sound Filters, Amplifiers, Compressors, Sonud Processor, Effect-Machines, Music Stand, Diskettes, CDs, Reel Tape, Quarter-Inch Multi-Track Tape, Half-Inch</p>

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	equipment or the quality of sound produced.					Multi-Track Tape, and Computer.
<b>General Objective:</b> 4.0 Understand closing, merging and compiling speakers and amplifiers.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	4.1 Define Wattage, Resistance, Voltage and decibel.  4.2 Relate them to the quality of sound production.  4.3 Explain their importance in merging and compiling speakers and amplifiers.	7 The teacher shall explain how these factors affect the performance of the various equipment use during musical production and recording.	8 Chalk and Board.	4.1 Close, merge and compile speakers and amplifiers.	The teacher shall demonstrate to and guide the students in the selection of speakers and amplifiers and other relevant musical equipment for specific musical production.	Microphones, Sound Filters, Amplifiers, Compressors, Sonud Processor, Effect-Machines, Music Stand, Diskettes, CDs, Reel Tape, Quarter-Inch Multi-Track Tape, Half-Inch Multi-Track Tape, and Computer.
<b>General Objective:</b> 5.0 Know basic circuits and functions.						
<b>WEEK</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>	<b>Specific Learning Objective</b>	<b>Teachers Activities</b>	<b>Learning Resources</b>
	5.1 Describe the basic circuit and functions equipment required for musical production, e.g., mixers, amplifiers, speakers, microphones, etc.  5.2 Enumerate the variations in	9 The teacher shall explain the functions of these equipment, the available types, factors affecting selection for use, and how to maintain them.	10 Chalk and Board.	5.1 Identify the various equipments.  5.2 Select and use them for outdoor and indoor live performances.	The teacher shall demonstrate the use of the various equipment to the students and guide them in their selection and	Microphones, Sound Filters, Amplifiers, Compressors, Sonud Processor, Effect-

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	these equipment types.  5.3 Explain the factors for consideration in their selection.  5.4 State the procedures for maintaining them.			5.3 Maintain and store them in line with the manufacturers prescription.	maintenance.	Machines, Music Stand, Diskettes, CDs, Reel Tape, Quarter-Inch Multi-Track Tape, Half-Inch Multi-Track Tape, and Computer.
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**ASSESSMENT:** Assignment/Tests- 20%, Practicals- 20%, Examinations- 60%



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<b>PROGRAMMES:</b>	<b>NATIONAL INNOVATION DIPLOMA (NID) IN MUSIC</b>		
<b>COURSE TITLE:</b>	<b>PROJECT</b>		
<b>COURSE CODE:</b>	<b>MUT 216</b>		
<b>CONTACT HOURS:</b>	<b>LECTURE: NIL</b>	<b>TUTORIAL: 1 HOUR</b>	<b>PRACTICAL: 6 HOURS</b>
<b>CREDIT UNITS:</b>	<b>4 UNITS</b>		
<b>COURSE GOAL:</b>	This module is designed for the student to prepare a thirty-minute (30 minutes) concert programme in conjunction with the supervising staff		

**GENERAL OBJECTIVES: On completion of this module, the student should be able to:**

- 1.0 Choose a major/minor instrument
- 2.0 Select in conjunction with their supervising staff pieces to be performed
- 3.0 Rehearse the pieces to perfection with required ensemble the selected pieces
- 4.0 Time the rehearsed pieces
- 5.0 Prepare a concert brochure for their performance
- 6.0 Stage a thirty-minute concert

**Teacher Activity:** The teacher shall guide the students to prepare adequately for their concert.

**Resources:** Selected pieces, instrument(s) of choice, concert hall, music stands, and items of equipment.

**ASSESSMENT:** Topic/Data Collection- 20%, Concert Brochure- 20%, Concert/ Album- 60%

**FACILITIES AND EQUIPMENT REQUIRED FOR THE NATIONAL INNOVATION DIPLOMA IN MUSIC**

**4.1 FACILITIES.**

- i. Music Theater (500 capacity)
- ii. 2 NO: Classrooms with capacity for 30 each
- iii. Lecture Hall (100 capacity)
- iv. Practice cubicles (30No)
- v. Mini sound laboratory
- vi. Piano/Organ Room
- vii. Instruments store
- viii. Staff Offices
- ix. 2 No. 50-Seater Buses.

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4.2 **EQUIPMENT**

**Lecture Hall/Performance Auditorium:**

1. Overhead screen	2 No
2. Multimedia Screen projector	2 No
3. Triton Work Station	x1
4. 32 Channel Behringer Console	x1
5. 16 channel Behinger console	x1
6. Behringer Amplifier 1500 watts (10PSC)	2NO
7. 24 Channel Audio Link	x1
8. Speaker Stands	x10
9. Wharf dale Monitors	x5
10. Wharf dale S15	x5
11. EVPS S15	x5
12. EVP S15	x5
13. Mobile Desk	x1
14. Long range Speakers	– Assorted
15. 2 mid Range Speaker	– Assorted
16. Mic Stands	x 20
17. Cables, Jack, Canon, Speak – On plug	– Assorted
18. Share, Cordless microphones	x 4
19. PG 58 Stage microphones	x 20

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20. Sax Cordless microphones	x 5
21. Photo copying machines	- 2 No
22. Computers	- 30 No
23. TV Sets	- 5 No
24. Video Deck	- 5 No
25. Digital Cameras	- 10Nos
26. Audiovisual Recording	- 10Nos
27. Dubbing Machines	- 5 No
28. Music Soft –ware	- Assorted
29. CD Players	- 10 No

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**Practical/Rehearsal Rooms:**

1. Students Guitars – Acoustic	x 10
2. Teacher’s Guitars – (Semi – Acoustic)	x 2
3. Student key board	x 10
4. Teachers key board	x 2
5. Yamaha Electronic Piano	x 5
6. Bass Guitars	x 5
7. Bass Guitar Combo	x 5
8. Acoustic Guitar	x 10
9. Electronic Rhythm Guitar	x 5
10. Electronic Rhythm Guitar	x 5
11. Electronic head Guitars	x 5
12. Electronic head Guitar Combo	x 5
13. Pairs of congo DNMS x3 pairs	
14. Acoustic Jass Drum sets	x 4
15. Electric Drum sets	x 4
16. Behringer Hand phones	x 10
17. Soprano Saxophone	x 5
18. Bundy II Alto Saxophone	x 5
19. Somber Tenor Saxophone	x 5
20. Baritone Saxophone	x 5

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21. Trumpets	x 5
22. Clarinet	x 10
23. Violin	x 10
24. Viola	x 5
25. Flukes	x 10
26. Recorder	x 5
27. Descant Recorder	x 10
28. Harmonica	x 10
29. Oboe	x 10
30. Xylophones	x 5
31. Bell Instruments	– Assorted
32. Tuba	x 5
33. Twin bone	x 5

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**African Drums:**

- |                              |             |
|------------------------------|-------------|
| 1. Iya Ilu                   | x 3         |
| 2. Adama                     | x 5         |
| 3. Omele                     | x 5         |
| 4. Hightone triplet Bata set | x 2         |
| 5. Akuba Big                 | x 2         |
| 6. Akuba Medium              | x 2         |
| 7. Ekwe Big                  | x 2         |
| 8. Ekwe small                | x 2         |
| 9. Shekere                   | x 2         |
| 10. CDS Re- Writeable        | – Assorted  |
| 11. CDS Recordable           | – Assorted. |

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**LIBRARY**

- |                                       |   |          |
|---------------------------------------|---|----------|
| 1. Books - Assorted                   |   |          |
| 2. Photo copying machines             | – | 3 No     |
| 3. Computers                          | - | 10No     |
| 4. TV Sets                            | - | 2 No     |
| 5. Video Decks                        | – | 2 No     |
| 6. Digital cameras                    | – | 2 Nos    |
| 7. Audiovisual Recording Cam          | – | 2 No     |
| 8. Dubbing Machines                   | – | 2No      |
| 9. Music Software                     | – | Assorted |
| 10. CD players                        | – | 5 No     |
| 11. CDs                               | – | Assorted |
| 12. Music Scores                      | – | Assorted |
| 13. Journal articles of African Music | – | Assorted |



## **LIST OF PARTICIPANTS FOR NID MUSIC**

<b>S/NO</b>	<b>NAME</b>	<b>ADDRESS</b>
1.	Herbert Kunle Ajayi	9 <sup>c</sup> Francis Okediji Street, Old Bodija, Ibadan.
2.	Evelyn Mac	5 Augustine Anozie Street, Lekki Phase 1, Lagos
3.	Dr. A.O. Adeogun	Department of Music, University of Nigeria, Nsukka.
4.	Rev. (Dr) Lani Stephen	Lani Stephens Ministries International, 602 Bauchi Ring Road, Jos.
5.	Engr. Dr. Nuru A Yakubu, OON	Executive Secretary, NBTE Kaduna
6.	Dr. M S Abubakar	Director of Programmes NBTE, Kaduna
7.	Engr. J O Falade	Ag. HOD Polytechnic Division, NBTE, Kaduna
8.	Arc. Thomas O. Adekunle	National Board for Technical Education, Kaduna
9.	Engr. A D K Muhammad	D O VEI/IEI, NBTE Kaduna
10.	Isah Abubakar Umar	National Board for Technical Education, Kaduna