

INTERNATIONAL TEACHERS TRAINING COLLEGE

3015 MS

P1 MUSIC

Mock 1

February 2020

MARKING SCHEME

PRIMARY TEACHER EDUCATION

MUSIC

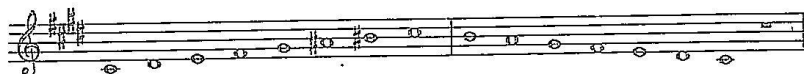
MARKING SCHEME

(CONFIDENTIAL)

This marking scheme consists of 7 printed pages.

SECTION A

1. (a)



- Correct key signature - 1 mark
- Correct ascending mode - 1 mark
- Correct descending mode - 1 mark

Total = (3 marks)

- (b)
- (i) Minor 6th 1 mark
 - (ii) Minor 7th 1 mark
 - (iii) Major 3rd 1 mark
 - (iv) Perfect 4th 1 mark

Total = (4 marks)

(c)

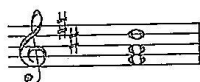


$\frac{1}{2}$ mark for each correctly transposed note x 14

Total (7 marks)

(d)

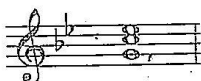
(i)



- 1 mark for correct key signature
- 1 mark for correct triad

Total = (2 marks)

(ii)



- 1 mark for correct key signature
- 1 mark for correct triad

Total = (2 marks)

(iii)



- 1 mark for correct key signature
- 1 mark for correct triad

Total = (2 marks)

(e)



1 mark for each correct note above.

Total = (4 marks)

(f)



1 mark for correct bar x 4 = (4 marks)

(g)

- (i) D^b $\frac{1}{2}$ mark
(ii) G[#] $\frac{1}{2}$ mark
(iii) D[#] $\frac{1}{2}$ mark
(iv) C $\frac{1}{2}$ mark

Total = (2 marks)

(h)



$\frac{1}{2}$ mark for each bar correctly grouped x 4 = (2 marks)

$\frac{1}{2}$ mark for anacrusic start = ($\frac{1}{2}$ mark)

$\frac{1}{2}$ mark for double bar line at end = ($\frac{1}{2}$ mark)

1 mark for other bar lines (as whole) = (1 mark)

Total = (4 marks)

(i)



$\frac{1}{2}$ mark for each correctly placed rest x 4

Total = (2 marks)

(j)



1 mark for each correct bar on staff.

Total = (4 marks)

SECTION B: METHODOLOGY (20 marks)

2. (a) Learning experiences:

- (i) Clapping/tapping rhythms
- (ii) Listening to music to identify the rhythm
- (iii) Using simple rhythms to accompany singing
- (iv) Dancing in rhythm to music
- (v) Watching videos of performances.

1 mark each x 5 = (5 marks)

- (b) (i) Tuning fork - For pitching the voices
- (ii) LCD projector - For projecting out videos of music performances or images of instruments
- (iii) Drum - To accompany song and dance
v - To tap rhythms
- (iv) Digital sound recorder- For recording the work by learners for storage and review; for recording other performances for class use.
- (v) Piano - To accompany singing
- For Aural training in the classroom.

1 mark each x 5= (5 marks)

3. (a) Quality tone: A smooth individual tone to ensure good blend in group singing.
- (b) Diction: Words should be clearly spoken out and not muffled.
- (c) Pronunciation: Words should be well pronounced so as to make the desired meaning.
- (d) Posture: Upright posture for good sound production.
- (e) Projection of voice: To ensure the singer is audible enough.
- (f) Expression: To ensure facial/visual communication of the mood and message.
- 1 mark for naming x 5 = (5 marks)
1 mark for explanation x 5 = (5 marks)
Total = (10 marks)

SECTION C

4. (a) (i) Composing songs on patriotism and love for country.
- (ii) Composing poems for learners on patriotism and love for country.
- (iii) Drawing and painting murals depicting love for the country.
- (iv) Drawing the national flag/painting on walls e.g school gate/office.
- (v) Encouraging the school community to sing the Kenya national anthem.
- (vi) Organising a concert/exhibition with the theme on love for country.
- 2 marks each x 5 = (10 marks)
- (b) (i) Mathematics:
- (I) Singing songs to help in counting.
- (II) Drawing/making shapes.
- (2 marks)
- (ii) Religious Education:
- (I) Singing religious songs on specific themes.
- (II) Acting plays on bible stories.
- (2 marks)
- (iii) Languages:
- (I) Composition and performing songs in English and Kiswahili.
- (II) Making charts with different words and meanings.
- (2 marks)

- (c) (i) Making of costumes for performance.
- (ii) Making of instruments to accompany song.
- (iii) Body painting and decoration.
- (iv) Designing costumes for performance.
- (v) Choreography and formation of patterns.

1 marks each x 4 = (4 marks)

5. (a) (i) The Digo (and Mijikenda tribes)

(1 mark)

- (ii) - Nzumari
- Bing'o
- Mabumbumbu
- Chapuo
- Mchirima
- Upatsu

1 mark each x 5 = (5 marks)

- (iii) - Blowing skill
- Lip control
- Breath control
- Correct fingering
- Creativity to make music
- Phrasing ability

1 mark each x 4 = (4 marks)

- (b) - Comprises of simple songs; short phrases
- Song are based on playful/childlike subjects
- Preserve of game aspects in the performance
- Role playing and acting by the children during performance
- Full of activity throughout
- Use of costumes
- Use of props and other artefacts.

2 marks each x 5 = (10 marks)

6. (a) (i) Type of membrane: A thin membrane produces higher sound than a thick membrane.
- (ii) Material used for the shell: determines the quality and depth of sound amplified by the resonator.
- (iii) Size of resonator: a big resonator produces deeper sound and a small one produces high pitches.
- (iv) Mode of playing: playing by hand is softer in sound produced compared to playing using sticks.
- (v) Tuning: a drier/tighter membrane produces high pitch compared to a loose membrane.

1 mark for point x 5 = (5 marks)
 1 mark for explanation x 5 = (5 marks)
 Total = (10 marks)

- (b) (i) Slowly
- (ii) The first beat of the bar
- (iii) The distance between notes with the 2nd note sounding twice as high as the lower note.
- (iv) More
- (v) Speed of music
- (vi) The key note/1st note of the scale
- (vii) The tail end of piece of music
- (viii) Back to beginning
- (ix) Half
- (x) A piece of music performed by 8 persons

1 mark each x 10 = (10 marks)