



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

Code:
MPAVT402

MODULE: SING POPULAR MUSIC

Competency: SINGING POPULAR MUSIC

Competence

RQF Level: L4

Learning Hours



Credits: 12

Sector: ARTS AND CRAFTS

Trade: MUSIC AND PERFORMING ARTS

Module Type: Elective

Curriculum: ARCPMA5001_TVET CERTIFICATE V IN MUSIC AND PERFORMING ARTS

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Purpose statement	At the end of this module, the trainees will be equipped with knowledge, skills and attitude to expose to, build and perform repertoires in popular vocal music, bring to analysis and apply required technical and expressive elements for etiquette, performance, leadership and communication.					
Learning assumed to be in place	Music Traditions (L3), Apply Foundations in Singing (L3), Advanced Music Theory (L4)					
Delivery modality	Training delivery	100%	Assessment		Total 100%	
	Theoretical content	30%	Formative assessment	30%	50%	
	Practical work:	70%		70%		
	<ul style="list-style-type: none"> Group work and presentation 					30%
	<ul style="list-style-type: none"> Individual work 					40%
		Summative Assessment		50%		

Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. Analyze prescribed choice of style and repertoire in popular music	1.1. Build repertoire on prescribed standard styles in popular music
	1.2. Build repertoire on selected alternative trends in popular music
	1.3. Maintain vocal self-awareness and etiquette for career development
2. Develop language, technical and artistic vocal skills applying the best rules and practices	2.1. Develop proficiency in popular music with support of language and literacy
	2.2. Apply fundamental technical rules of popular music
	2.3. Develop creativity and innovation in confronting natural vs. artificial vocal sound designs
3. Demonstrate leadership, teamwork and communication skills in singing in solo/ensemble(s)	3.1. Foster ownership, teamwork and communication skills in solo/ensemble(s)
	3.2. Create professional portfolio
	3.3. Manage on-site and post-event processes

Knowledge, Skills, and Attitude

Knowledge	Skills	Attitude
<ul style="list-style-type: none"> ✓ Music repertoires ✓ Vocal health ✓ Industry standards ✓ Professional Development 	<ul style="list-style-type: none"> ✓ Vocal techniques ✓ Performance and artistry skills ✓ Leadership skills ✓ Communication and promotional skills ✓ Creativity and Innovation 	<ul style="list-style-type: none"> ✓ Commitment to practice ✓ Professionalism ✓ Self-motivation

Course content

Learning outcomes	At the end of the module the learner will be able to: Build repertoire on selected standard styles in Popular music
<ul style="list-style-type: none"> • Learning outcome 1: Analyze prescribed choice of style and repertoire in Popular music 	Learning hours: 30

Indicative content

- Build knowledge on repertoire in selected standard styles in popular music
 - ✓ Established styles and themes in popular music: eg. Blues, Reggae, Country, R&B, Soul, Salsa, Rock, Zouk, Hip Hop, Afro-Beat, House, EDM, etc.
 - ✓ Selection criteria: vocal range, conventional themes, structure, and context (karaoke, live/studio performance, prescribed playlist/favourite titles just for fun).
 - ✓ Tips and techniques of a healthy singing voice in standard popular music (singularity of tone, resonance with/in body, timbre, thyroid tilt, twang, support of text, etc.).
- Build knowledge on repertoire in selected alternative styles in popular music
 - ✓ Alternative trends in popular music, notably in New Soul, Reggaeton, Hyperpop, Worldpop, Afro-Beats, EDM, Indie Rock, Acid House, Amapiano, Modern Trap, Modern traditional folk, etc.
 - ✓ Selection criteria: blend, high-energy beats, artificial and glitchy sound, minimal conception, personal struggles, complex and anxious themes, unconventional structure.

- ✓ Explore resources and techniques for a healthy singing voice in alternative popular music
 - Maintain a balance between vocal self-awareness and social awareness
- ✓ Voice quality in popular music
- ✓ Voice opportunities and Voice problems
- ✓ Self-management vs. Relationship management

Resources required for the learning outcome

Equipment	<ul style="list-style-type: none"> ▪ Laptops and relevant software ▪ Printer ▪ Hole puncher ▪ Audio playback devices (CD player, MP3 player, computer with speakers) ▪ Microphones and stands ▪ Recording devices (for feedback and analysis) ▪ PA system for live performance simulation ▪ Keyboard or piano
Materials	<ul style="list-style-type: none"> ▪ Binders ▪ Paper, Pens and Pencils ▪ Labelling materials ▪ Sheet music ▪ Lists of common performance guidelines and event parameters ▪ Client consultation forms and feedback sheets ▪ Repertoire selection criteria checklists ▪ Writing materials for note-taking and performance scenario descriptions
Tools	<ul style="list-style-type: none"> ▪ Software for music notation and analysis (e.g., Sibelius, Finale) ▪ Online resources for genre study and historical context ▪ Exercise and warm-up routine guides (videos or printed materials) ▪ Music theory software (e.g., MuseScore)
Facilitation techniques	<ul style="list-style-type: none"> ▪ Brainstorming ▪ Group discussion ▪ Observation ▪ Demonstration ▪ Practical exercise ▪ Field studies
Formative assessment methods /(CAT)	<ul style="list-style-type: none"> ▪ Oral evidence ▪ Written evidence ▪ Performance evidence ▪ Product evidence

Learning outcome 2: Develop language, technical and artistic vocal skills applying the best rules and practices

Learning hours: 45

Indicative content

- Develop proficiency in popular music with support of language and literacy
 - ✓ Lyrics are clear, close to speech but with occasional unusual pronunciation
 - ✓ Features of ‘connected speech’
 - ✚ Elision of sound,
 - ✚ catenation or linking consonants and vowels,
 - ✚ insertion,
 - ✚ assimilation,
 - ✚ schwa or small words that are barely pronounced
 - ✓ Balance between natural flow and use of different registers, as a sort of discreet tool
 - ✓ Analysis of media to reduce unrealistic themes and perceptions on/from popular music
 - ✓ New conceptions of the ability to read, write, and (last but not least) appreciate music

- Apply fundamental principles and techniques of popular music style
 - ✓ Simple, memorable and singable melody, straight/colour, head/chest, or mixed
 - ✓ Rhythm and groove vs. relying on a clear pitch
 - ✓ Rhythm and phrasing string together and eventually include a danceable tempo
 - ✓ Dynamics and expression include emotional voice, variety of tones and timbres, distortions and shouts
 - ✓ Repetitive structure and homophonic texture
 - ✓ Singing in harmony with simple chord progressions and no ‘big’ improvisations

- Develop creativity and innovation in the balance between natural vs. artificial sound design
 - ✓ Live performance practice and stage presence are developed
 - ✓ Students are encouraged to write their own songs or lyrics in the continuum creativity/innovation
 - ✓ Collaboration and ensemble work combine shared and personalized skills

- ✓ Sound and technology innovations (Acoustics vs. Electrical vs. Digital sounds, Digital Audio Workstations, Software, MIDI, Mobile Music Production, AI and Machine Learning, Collaboration Tools, Social Media and Streaming Platforms, 3D Audio and Spatial
- ✓ Microphone techniques: consistent distance, angle slightly off to the side, up straight posture, avoiding breathing into the microphone, steady volume level, microphone grip, pop filter, quiet recording environment, staying hydrated, vocal warm-ups.

Resources required for the learning outcome

Equipment	<ul style="list-style-type: none"> ▪ P.A system ▪ Microphones / cables ▪ Mic stands ▪ Pianos/Keyboards ▪ Recording devices ▪ Computers/Tablets ▪ Speakers/Monitors ▪ Music Stands ▪ Projectors/Screen
Materials	<ul style="list-style-type: none"> ▪ Printing ink ▪ Staff paper ▪ Lyrics and music sheets ▪ Notebooks and pencils ▪ Water and vocal health supplies (e.g., lozenges, humidifiers) ▪ Songbooks on various Jazz styles ▪ Performance costumes and accessories
Tools	<ul style="list-style-type: none"> ▪ Music notation software (e.g., Sibelius, Finale) ▪ Audio editing software (e.g., Audacity, GarageBand) ▪ Language learning apps (e.g., Duolingo, Rosetta Stone) ▪ Sight-reading apps (e.g., Sight Reading Factory) ▪ Digital metronomes and tuners ▪ Online lyric databases ▪ Sheet music libraries/access to online music resources
Facilitation techniques	<ul style="list-style-type: none"> ▪ Phonetic drills and exercises ▪ Sight-reading sessions and music theory quizzes ▪ Lyrics analysis workshops ▪ Singing songs in multiple styles with proper diction ▪ Peer feedback sessions to improve group cohesion and individual performance quality ▪ Daily vocal warm-ups and cool-downs ▪ Breathing exercises and diaphragm strengthening

	<ul style="list-style-type: none"> ▪ Individual coaching sessions focusing on resonance and projection ▪ Style-specific technique workshops ▪ Mock performances with peer and instructor feedback ▪ Improvisation workshops to enhance creativity ▪ Live performance opportunities (school events, local community concerts) ▪ Self-assessment and reflection sessions using recorded performances
Formative assessment methods /(CAT)	<ul style="list-style-type: none"> ▪ Oral evidence ▪ Written evidence ▪ Performance evidence ▪ Product evidence

Learning outcome 3: Demonstrate ownership, teamwork and communication skills in singing popular music	Learning hours: 45
Indicative content	
<ul style="list-style-type: none"> • Foster ownership, teamwork and communication skills ✓ The perfect level of vocal quality required in respective passages ✓ Peers' help against difficult passages on different elements of music ✓ Caring for blend and balance with other artists around you • Create professional portfolio ✓ Electronic Press Kit ✓ Songbook repertoire ✓ Social media presence • Manage on-site and post-event processes ✓ Pre-event preparation, rehearsals and delivery ✓ Opportunities for self-evaluation and feedback ✓ Exploration of the communication and business sides 	
Resources required for the learning outcome	
Equipment	<ul style="list-style-type: none"> ▪ Video monitor ▪ Video camera/tripod ▪ Voice recorder ▪ Memory cards or hard drives

	<ul style="list-style-type: none"> ▪ Musical instruments (piano, guitar, brass, etc.) ▪ Recording equipment (microphones, audio interface, high-res cameras) ▪ Computers/laptops for creating and organizing gig books ▪ Conducting podium and baton ▪ Audio playback system (speakers, headphones)
Materials	<ul style="list-style-type: none"> ▪ Binders ▪ Printing ink ▪ Sheet music and lead sheets ▪ Notebooks and gig books ▪ Paper and printing supplies for gig sheets and lead sheets ▪ Batteries and cables for electronic equipment ▪ Writing utensils (pens, pencils, highlighters) ▪ Feedback and evaluation forms
Tools	<ul style="list-style-type: none"> ▪ Music notation software (e.g., Finale, Sibelius) ▪ Digital audio workstations (DAWs) for recording and playback (e.g., Pro Tools, GarageBand) ▪ Conducting batons ▪ Metronomes ▪ Rehearsal scheduling tools (e.g., Google Calendar, Doodle)
Facilitation techniques	<ul style="list-style-type: none"> ▪ Sessions on vocal health: warm-ups, exercises, and maintenance. ▪ Detailed study of song structures and music forms. ▪ Practical workshops on creating gig books. ▪ Practical sessions with classmates in conducting exercises. ▪ Practical sessions on leading a recital/small vocal ensemble. ▪ Discussions on professionalism and ethics. ▪ Recording and evaluating student performances. ▪ Developing self-evaluation reports, peer reviews and improvement plans. ▪ Rehearsals and fine-tuning under teacher guidance.
Formative assessment methods /(CAT)	<ul style="list-style-type: none"> ▪ Oral evidence ▪ Written evidence ▪ Performance evidence

Integrated/Summative assessment

Integrated situation

HAPPY LIFE APARTS HOTEL is located in Kigali. Clients have expressed dissatisfaction with the hotel's Happy Hour sessions, specifically highlighting the lack of a good pop singer in the evening band. The hotel's management is concerned that this could affect their brand's reputation and wants immediate solutions. As a result, they appointed you as a professional and educated vocal performer to fill in the knowledge, skills and attitude gap on popular music. You are therefore requested to:

- Analyze the gap and ways forward to enhance and enrich the Happy Hour experience at the Hotel.
- Propose an action plan that includes the organization of live Jazz vocal

All tasks must be completed in three (3) days.

Resources

Tools	<ul style="list-style-type: none"> ▪ Software for music notation and analysis (Sibelius, Finale) <ul style="list-style-type: none"> ▪ Vocal health monitoring apps ▪ Online resources for genre study and historical context ▪ Exercise and warm-up routine guides (videos or printed materials) <ul style="list-style-type: none"> ▪ Music theory software (MuseScore) ▪ Audio editing software (Audacity, GarageBand) ▪ Language learning apps (Duolingo, Rosetta Stone) <ul style="list-style-type: none"> ▪ Sight-reading apps (Sight Reading Factory) <ul style="list-style-type: none"> ▪ Digital metronomes and tuners ▪ Online lyric databases ▪ Sheet music libraries/access to online music resources ▪ Digital audio workstations (DAWs) for recording and playback (Pro Tools, GarageBand) <ul style="list-style-type: none"> ▪ Conducting batons ▪ Rehearsal scheduling tools (Google Calendar, Doodle)
Equipment	<ul style="list-style-type: none"> ▪ Laptops with necessary software <ul style="list-style-type: none"> ▪ Printer ▪ Hole puncher ▪ Audio playback devices (CD player, MP3 player, computer with speakers) <ul style="list-style-type: none"> ▪ Microphones and stands ▪ Recording devices (for feedback and analysis) <ul style="list-style-type: none"> ▪ PA system for live performance simulation <ul style="list-style-type: none"> ▪ Keyboard and/or piano and brass ▪ Microphones / cables

	<ul style="list-style-type: none"> ▪ Mic stands ▪ Pianos/Keyboards/Brass ▪ Recording devices ▪ Computers/Tablets ▪ Speakers/Monitors ▪ Music Stands ▪ Projectors/Screen Video monitor ▪ Video camera/tripod ▪ Voice recorder ▪ Memory cards or hard drives ▪ Musical instruments (piano, guitar, etc.) ▪ Recording equipment (microphones, audio interface, high-res cameras) ▪ Computers/laptops for creating and organizing gig books ▪ Conducting podium and baton ▪ Audio playback system (speakers, headphones)
Materials/ Consumables	<ul style="list-style-type: none"> ▪ printing paper ▪ pencils ▪ Pens ▪ Printing ink ▪ Staff paper ▪ Binders ▪ Labels

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
Analyze style and repertoire in the prescribed popular music	Critical knowledge on repertoire in selected standard styles in popular music				
		Indicative list of established styles and themes			2
		Selection criteria of repertoire			2
	Tips and techniques of a healthy singing			2	
	Critical knowledge on repertoire in selected alternative styles in popular music	Indicative list of alternative styles in popular music			
Common themes in the alternative popular music				2	

		Resources and techniques for a healthy singing voice in alternative popular music			2
	Maintain a balance between vocal self-awareness and social awareness	Voice quality in popular music			2
		Voice opportunities vs. Voice problems			
		Self-management vs. Relationship management			2
Develop language, technical and artistic vocal skills applying the best rules and practices	Develop proficiency in popular music with support of language and literacy	Lyrics are clear, close to speech but with occasional unusual pronunciation			2
		Features of 'connected speech': <ul style="list-style-type: none"> ✚ Elision of sound, ✚ Catenation (linking consonants/vowels), ✚ Insertion, ✚ Assimilation, ✚ Schwa or small words that are barely pronounced 			2
		Balance between natural flow and use of different vocal registers, as a sort of discreet tool			2
		Analyse media critically to reduce unrealistic themes and perceptions on/from popular music			2

		Develop new conceptions of the ability to read, write, and appreciate music			2
Apply fundamental principles and techniques of popular music style ✓		Simple, memorable and singable melody, straight/colour, head/chest, or mixed			2
		Rhythm and groove vs. relying on a clear pitch			2
		Dynamics and expression include emotional voice, variety of tones and timbres, distortions and shouts			3
		Repetitive structure and homophonic texture			
		Singing in harmony with simple chord progressions and no 'big' improvisations			2
Develop creativity and innovation in the balance between natural vs. artificial sound design		Live performance practice and stage presence are developed			2
		Students are encouraged to write their own songs in the continuum creativity/innovation			2
		Collaboration and ensemble work combine shared and personalized skills			2
		Sound and technology innovations			2
		Microphone techniques			2

3. Demonstrate leadership, teamwork and communication skills in singing popular music	Ownership, teamwork and communication skills	The perfect level of vocal quality required in respective passages			3
		Peers' help against difficult passages on different elements of music			2
		Caring for blend and balance with other artists around you			2
	Create professional portfolio	Electronic Press Kit			2
		Songbook repertoire			2
		Social media presence			
	Manage on-site and post-event processes	Pre-event preparation, rehearsals and performance			2
		Opportunities for self-evaluation and feedback			2
		Post-event networks and plans			2
	Total marks				
Percentage Weightage					100%
Minimum Passing line % (Aggregate):					70%

References

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