Republic of Rwanda
Ministry of Education

RTB | RWANDA TVET BOARD

CURRICULUM

RQF LEVEL

4

CERTIFICATE TVET IV
in
MUSIC AND PERFORMING ARTS

ARCMPA4003

Muhanga,January 2025

ARCMPA4003-CERTIFICATE III
MUSIC AND PERFORMING ARTS
RQF Level 4 CURRICULUM

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List of Abbreviations

DACUM	Developing a Curriculum
IAP	Industrial Attachment Program
IPRC	Integrated Polytechnics Regional College
MINEDUC	Ministry of Education
RQF	Rwandan Education Qualification Framework
TVET	Technical and Vocational Education and Training
OHS	Occupational health and safety
RTB	Rwanda TVET Board
NST1	National Strategic Transformation 1

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FOREWORD

The global rapid changes in the labour market tend to call for appropriate training and skills development through outcome-based training approaches. Skills development and employment promotion are central to Rwanda's transformative Vision 2050, aiming to secure high standards of living for all Rwandans. In a bid to transform Rwanda into a knowledge-based economy, the National Strategic Transformation 1(NST1) calls socio-economic transformation through TVET skills development. The Rwanda TVET Board (RTB) was established to promote quality education in technical and vocational education and training from level one (1) to five (5) aimed at fast tracking socio-economic development of the country. Designing and distributing curricula, teaching materials, trainer's guides, methodologies and establish training methods for technical and vocational education and training from level one (1) to five (5); is among other RTB's responsibilities

The existing curricula were limited and narrowed in terms of acquired skills and knowledge and were not meeting the requirements of the current labour market at both national and regional level. In addition, there were. Barriers in vertical mobility and pathways in TVET, which resulted in negative TVET perception. Furthermore, there were barriers to admission of TVET graduates of certain programs into higher learning institutions.

With the help of the training providers, trainers, parents whose role is central to the success of this curriculum, the trainees will gain appropriate hand on skills, which will make a difference not only to their own lives but also to the success of Rwanda's economy.

 I wish to sincerely extend my appreciation to the people who contributed towards the development of this document.

Dip_ Eng. Paul UMUKUNZI

Director General/ RTB

1. GENERAL INTRODUCTION

The curriculum presents a coherent and significant set of competencies to perform the occupation/s of a Video editor, sound editor, graphic production artist and a camera operator. It is designed with an approach that takes into account the training needs, the work situation, as well as the goals and the means to implement the training.

The modules of the curriculum include a description of the expected results of the training. They have a direct influence on the choice of theoretical and practical learning activities. The competencies are the targets of the training: the acquisition of each is required for certification.

The curriculum is the reference to carry out the assessment of learning. Assessment tools of learning are developed based on this document.

The curriculum consists of three parts. The first part is of general interest and shows the nature and goals of the program and the key concepts and definitions used in the document. The second part presents the qualification, its level in the qualification framework, its purpose, its rationale and the list of modules it comprises. The third part deals with the training package. It includes the competencies chart, the sequencing of module learning, the description of each module and the course structure.

The pages describing the modules are the heart of a curriculum. They present the title of the module, the length of training, the number of credits, the context in which the competency is performed, the prerequisite competencies, the learning units and the performance criteria.

In each module, a course structure is provided. The course structure describes the learning outcomes (knowledge, skills and attitudes) and the learning contents related to each learning unit. In addition, the learning activities and resources for learning are suggested.

Finally, the assessment specifications and guidelines are included in each module.

1.1. Rationale of the qualification

Music and Performing Arts plays an important role in Rwanda's economy both in its contribution to the national economy and employment creation. As one of the key sectors of the economy, data from the past five years shows that it contributes to the national GDP.

The Government of Rwanda is promoting skills development and the creation of off-farm jobs. Rwanda seeks to accelerate the country's development through various strategies that encompasses Music and Performing Arts for communicating all development initiatives, hence requiring a skilled workforce and performers. TVET has an important role in availing the competent graduates in Music and Performing Arts production to leverage the opportunities available in various sectors requiring recreational and performing arts in multidisciplinary settings that utilize the 21st Century technologies to enable effective communication.

From the above backgrounds a Electric bass Guitarist, Gakondo Percussionist, Keyboard Accompanist; they contribute to the overall national objectives such as MICE initiatives, skills development, self-employment and entrepreneurship, henceforth contribute to the national development and job creation in Music and Performing Arts industry

Previously, Music trade only covered Music scope but with the recent ministerial order, Performing Arts was integrated hence triggering the need to integrate dance and theatre as additional components to make this trade more comprehensive and commercial to satisfy the industry evolving needs for recreation and entertainment.

With the help of the training providers, trainers, parents whose role is central to the success of this curriculum, the trainees will gain appropriate hand on skills which will make a difference not only to their own lives but also to the success of Rwanda's economy.

1.2. Description

Title:	**TVET Certificate IV in Music and Performing Arts**
Level:	**RQF Level 4**
Credits:	**120**
Sector:	**Arts and Crafts**
Sub-sector:	**Music and Performing Arts**
Issue date:	**February, 2023**

1.3. Graduate profile

This qualification provides the skills, knowledge, and attitude for a learner to be competent in a range of routine tasks and activities that require the application of practical skills in a defined context. Work would be undertaken in various Performing Arts enterprises where different Performing Arts activities are carried out. Learners may work with some autonomy or in a team but usually under a close supervision.

At the end of this qualification, qualified learners will be able to:

- ✓ Use intermediate English at workplace
- ✓ Ikinyarwanda cy'umwuga
- ✓ Kutumia Kiswahili katika mawasiliano ya kawaida
- ✓ Exprimer des opinions en français élémentaire
- ✓ Promote The Culture Of Peace

- ✓ Apply Elementary Mathematical Analysis
- ✓ Apply Mechanics and Waves

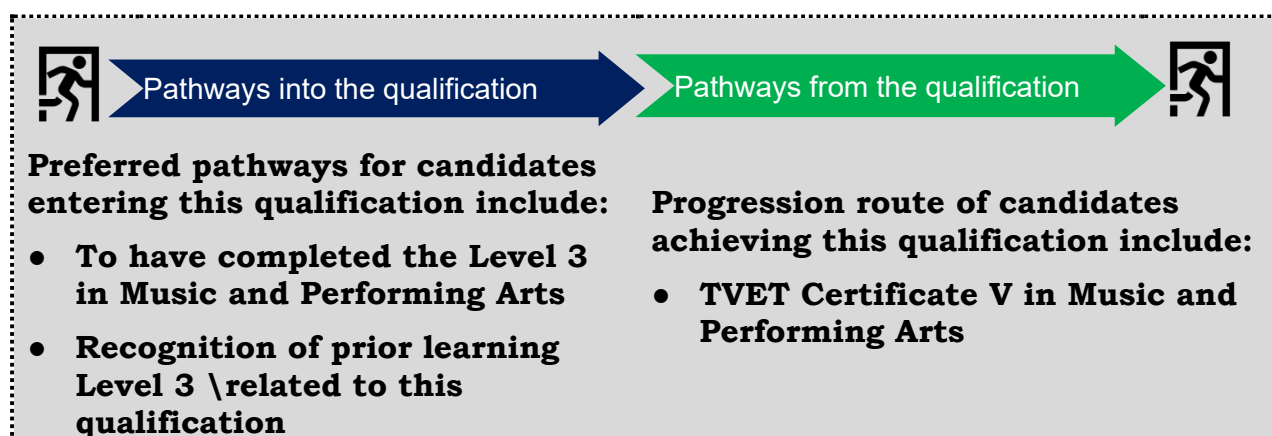- ✓ Apply Music theory
- ✓ Integrate Music Business Skills
- ✓ Develop a repertoire as part of backup band
- ✓ Develop Gakondo vocal skills
- ✓ Perform music as part of group
- ✓ Compose melody
- ✓ Integrate the workplace

- ✓ Develop electric and acoustic guitar techniques
- ✓ Develop piano and synthetiser techniques
- ✓ Develop drums and percussion techniques
- ✓ Develop bass guitar techniques

- ✓ Sing popular music
- ✓ Produce music
- ✓ Develop brass performing techniques
- ✓ Develop woodwind performing techniques
- ✓ Develop theatre and dance performing techniques

1.4. Minimum entry requirements and pathways

The minimum entry requirement to this course is to have complete O level subjects, level 3 subjects and mentally fit with an interest in Music and Performing Arts related areas.

Pathways into the qualification	Pathways from the qualification
Preferred pathways for candidates entering this qualification include: ● **To have completed the Level 3 in Music and Performing Arts** ● **Recognition of prior learning Level 3 \related to this qualification**	**Progression route of candidates achieving this qualification include:** ● **TVET Certificate V in Music and Performing Arts**

1.5. Job related information

This qualification prepares individuals to integrate the multimedia industry with the professionalization of Music and Performing Arts. This qualification again offers the opportunity to execute the works as Electric bass Guitarist, Gakondo Percussionist, Keyboard Accompanist.

> Possible jobs related to this qualification
>
> - Electric bass Guitarist,
> - Gakondo
> - Percussionist,
> - Keyboard Accompanist
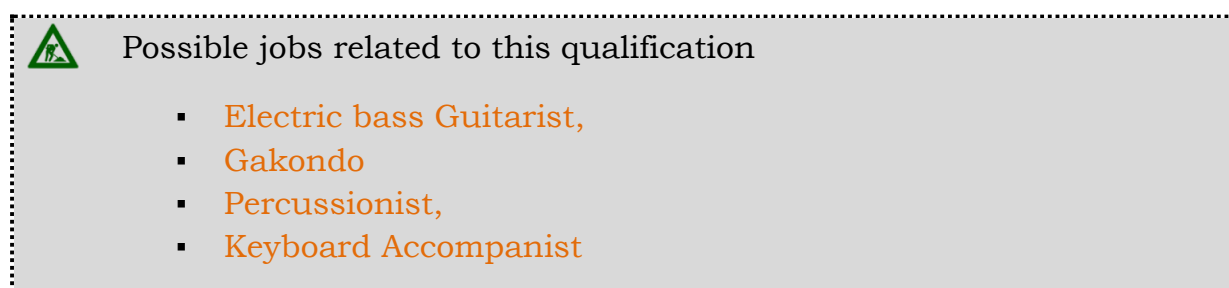
1.6. Information about competencies

No	Code	Complementary competencies	Credit
1	CCMEN401	Use intermediate English at workplace	3
2	CCMKN401	Gukoresha ikinyarwanda cy'umunyamwuga	3

	No	Code	Core competencies	Credit
3		CCMKK402	Kutumia Kiswahili katika mawasiliano ya kawaida	3
4		CCMFT402	Exprimer des opinions en français élémentaire	3
5		CCMCZ401	Promote The Culture Of Peace	3
Total				15

Co-Curricular activities	Credit
Sports/Clubs	1
Self-study/Library Research	1
Choir /assemble	1
Total	3

	No	Code	Core competencies	Credit
G E N E R A L	1	MPAAM402	Apply Advanced Music theory	6
	2	GENEA402	Apply Elementary Mathematical Analysis	6
	3	GENPH402	Apply Mechanics and Waves	4
	4	MPAMB402	Integrate Music Business Skills	6
S P E C I F I C E L E C T I	1	MPARB402	Develop a repertoire as part of backup band	9
	2	MPAGV402	Develop Gakondo vocal skills	9
	4	MPAML402	Perform live sound	9
	4	MPAMG402	Perform music as part of group	12
	5	MPAMC402	Compose melody	9
	6	MPAIA402	Integrate the Workplace	20
	7	MPAIT402	Develop electric and acoustic guitar techniques	12
	8	MPAPS401	Develop piano and synthetiser techniques	12
	9	MPADP401	Develop drums and percussion techniques	12

	No		Module name	Learning Outcome	Total

	10	MPABG401	Develop bass guitar techniques	12
V E S	11	MPAVT402	Sing popular music	12
	12	MPAPM401	Develop music production techniques	12
	13	MPABP401	Develop brass Instruments techniques	12
	14	MPAWP401	Develop woodwind Instruments techniques	12
	15	MPATD401	Develop theatre and dance performing techniques	12
Total				99

1.7. Allocation of Learning Hours for specific and general modules linked to the occupations

No	Module name	Learning Outcome	Theoretical hours	Practical hours	Total hours
1	Music Business Skills	**1.** Apply promotion strategies	3	7	10
		2. Manage Artist	3	7	10
		3. Conduct online promotion	3	7	10
		4. Develop Music Technology Proficiency	3	7	10
		5. Perform Event Management	5	15	20
Total hours			15	45	60
3	Apply advanced music theory	**1.** Identify advanced elements of music theory	5	15	20
		2. Explore tonal music	5	15	20

		3. Analyse Chords structure	5	15	20
			15	45	60
4	Develop a repertoire as part of backup band	**1.** Clarify backup requirements	5	5	10
		2. Select repertoire	15	25	40
		3. Rehearse repertoire	10	30	40
			30	60	90
8	Music group performance	**1.** Perform warm-up routine	5	10	15
		2. Apply technical and musicianship	5	20	25
		3. Interact with group members	5	45	50
		4. Evaluate performance finalize work activity	5	25	30
Total hours			20	100	120
9	Gakondo vocal skills development	1. Explore Gakondo music background	5	15	20
		2. Analyse Gakondo extended techniques	10	25	35
		3. Apply Gakondo singing skills	10	25	35
Total hours			25	65	90
10	Compose melody	1. Prepare work conditions	5	15	20
		2. Decide the genre and styles of intended melody	10	30	40

		3. Develop the structure and expressive qualities of the melody	10	20	30
Total hours			25	65	90
11	Electric and acoustic guitar techniques	1. Develop Chords accuracy	5	15	20
		2. Develop electric guitar playing techniques	20	60	80
		3. Develop performance versatility	5	15	20
Total hours			30	90	120
12	Develop piano and synthetiser techniques	1. Increase knowledge of the song lyrics (structural and emotional aspects)	5	15	20
		2. Analyse musical features of the song	20	60	80
		3. Align lyrics to music	5	15	20
Total hours			30	90	120
13	Developing drums and percussion techniques	1. Enhance Technical Proficiency	5	15	20
		2. Explore Advanced Percussion Instruments	10	20	30
		3. Apply Complex Rhythms	10	20	30

		4. Perform Creatively in Solo and Ensemble Settings	10	30	40
Total hours			35	85	120
14	Bass guitar techniques	**1.** Develop playing techniques	10	25	35
		2. Improve groove proficiency	10	30	40
		3. Develop performance versatility	10	35	45
Total hours			30	90	120
15	Sing popular music	1. Analyse prescribed choice of style and repertoire in popular music	10	20	30
		2. Develop language technical and artistic vocal skills applying the best rules and practices	10	35	45
		3. Demonstrate leaderships teamwork and communication skills in singing in solo/ensembles	10	35	45
Total hours			30	90	120
16		1. Record Audio tracks	10	20	30

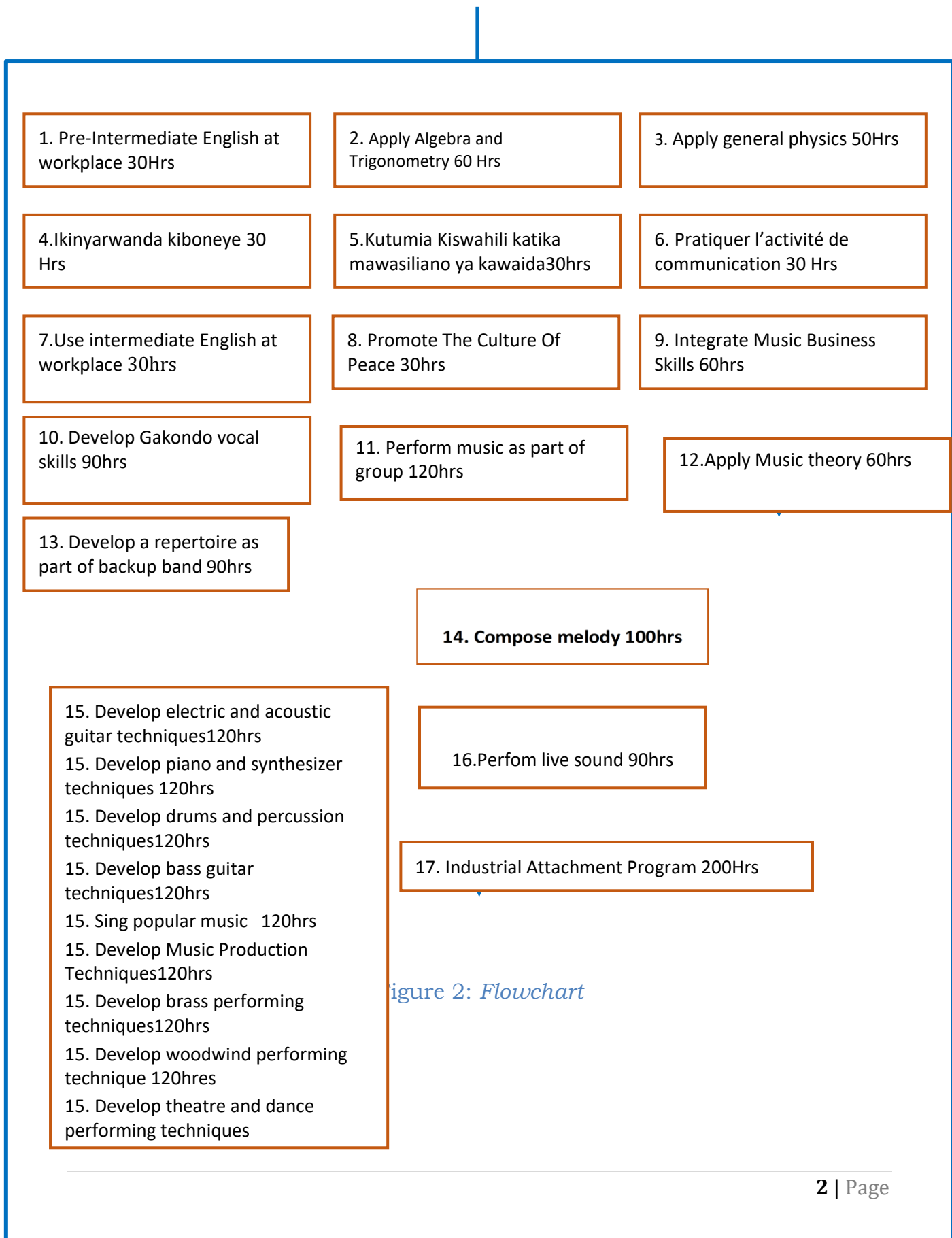|					
	Music production development	2. Edit recorded audio	10	35	45
		3. Mix audio tracks	10	35	45
Total hours			20	40	120
17	Brass Instruments techniques	1. Develop technical proficiency	10	30	40
		2. Apply advanced tone production and resonance	10	20	30
		3. Demonstrate expressive and stylistic skills	10	40	50
Total hours			30	90	120
18	woodwind instruments techniques	1. Develop technical proficiency	10	30	40
		2. Apply advanced tone production and resonance	10	20	30
		3. Demonstrate expressive and stylistic skills	10	40	50
Total hours			30	90	120

5. TRAINING PACKAGE

The training package includes the competencies chart, the flowchart, the modules, the course structure, and the assessment guidelines.

5.1. Course structure

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

5.2. Flowchart

The flowchart of sequencing of learning is a schematic representation of the order of acquisition of the competencies. It provides an overall planning of the entire training programme and shows the relationship between the modules. This type of planning is to ensure consistency and progression of learning. For each module, the flowchart shows the learning that is already in place, the learning that is to take in parallel or later. The positions defined will have a decisive impact on all subsequent pedagogical choices. The flowchart of the sequence of learning of the modules of the training programme is presented on the following page.

1. Pre-Intermediate English at workplace 30Hrs

2. Apply Algebra and Trigonometry 60 Hrs

3. Apply general physics 50Hrs

4. Ikinyarwanda kiboneye 30 Hrs

5. Kutumia Kiswahili katika mawasiliano ya kawaida30hrs

6. Pratiquer l'activité de communication 30 Hrs

7. Use intermediate English at workplace 30hrs

8. Promote The Culture Of Peace 30hrs

9. Integrate Music Business Skills 60hrs

10. Develop Gakondo vocal skills 90hrs

11. Perform music as part of group 120hrs

12. Apply Music theory 60hrs

13. Develop a repertoire as part of backup band 90hrs

14. Compose melody 100hrs

15. Develop electric and acoustic guitar techniques120hrs

15. Develop piano and synthesizer techniques 120hrs

15. Develop drums and percussion techniques120hrs

15. Develop bass guitar techniques120hrs

15. Sing popular music   120hrs

15. Develop Music Production Techniques120hrs

15. Develop brass performing techniques120hrs

15. Develop woodwind performing technique 120hres

15. Develop theatre and dance performing techniques

16. Perfom live sound 90hrs

17. Industrial Attachment Program 200Hrs

Figure 2: *Flowchart*

6. ASSESSMENT GUIDELINES

6.1.Assessment Methodology

To assess knowledge, practical, and application skills through a jury system of continuous evaluation that encourages learners to display understanding of the principles in application to set practical tasks and their attendant theory to assess self-learning.

There are two types of assessment (Formative Assessment and Summative/Integrated Assessment). Each assessment has its own rule for passing to be declared competent.

Formative Assessment

This is applied on all types of modules (e.g., Complementary, General and Specific modules)

A trainee to be competent for a formative module must have at least 70%

A trainee to be eligible to undertake integrated assessment of specific modules must have at least 50% as passing line for general and complementary modules.

Each trainee should be competent on all formative assessments to be declared competent on that module

All formative assessment should be declared competent before taking the summative/ integrated assessment.

Summative Assessment

All Summative/Integrated assessment should match with the content of the module in the curriculum.

Summative/Integrated Assessment is always in practical, giving it as a theoretical type of assessment is not acceptable.

The integrated situation provided in the curriculum is a sample of the assessment to be carried out, the Trainer/Teacher has the role of developing another one referring to the task to be carried out in the integrated situation in accordance to the circumstances inside school, but the integrated situation should stick on the components of a task.

During Summative/Integrated assessment, assessor panel members should be three (3).

The trainee can be declared competent based on the assessment CRITERIA and its respective assessment indicators

The Passing Line for the modules is:

- 50 % for general and complementary modules
- 70 % for specific modules

Training delivery		100%	Assessment		Total 100%
Theoretical content		**30%**		**30%**	
Practical work:		**70%**	**Formative assessment**	**70%**	**50%**
Group project and presentation	**20%**				
Individual project /Work	**50%**				
		Summative Assessment			**50%**

Note:

1. Summative assessment is always conducted at the completion of module delivery. It should be practical through an integrated situation for specific modules and in any other forms of assessment for complementary and general modules.

2. Learning hours assigned to specific module includes the duration assigned to integrated assessment

1. **Assessment:** A process of gathering and judging evidence in order to decide whether a person has attained a standard of performance.

2. **Assessment criteria:** Statements which describe performances and place them in context with sufficient precision to allow valid and reliable assessment.

3. **Best practice:** Management practices and work processes that lead to outstanding or top-class performance and provide examples for others.

4. **Competency standard**: An industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide.

5. **Competency:** means the ability to apply knowledge, skills and personal, social and methodological skills in the workplace or during learning, as well as in personal and professional development. This ability or capacity is acquired through leaning, exposure to the tasks and series of training allowing one to perform specific task autonomously. Reason why in the context of the CBE Framework competencies are described as responsibility and independence.

6. **Competency-based assessment (or CBA):** The gathering and judging of evidence in order to decide whether a person has achieved a standard of competency.

7. **Complementary competencies:** Set of knowledge, skills and attitudes which are not directly linked to a specific occupation or industry, but which are important for work, education and life in general, such as communication, mathematics, organizational aptitude, and computer literacy, interpersonal and analytical competency.

8. **Core modules:** Modules leading to competencies' acquisition that an industry sector has agreed upon as essential for a person to be accepted as competent at a particular level. All modules may be core, but in many cases competency at a level will involve core modules plus optional or specialization modules. Core competencies are normally those central to work in a particular industry.

9. **Credential:** Formal certification issued for successful achievement of a defined set of outcomes, e.g., successful completion of a course in recognition of having

achieved particular knowledge, skills or competencies; successful completion of an apprenticeship or traineeship.

10. **Credit:** The acknowledgement that a person has satisfied the requirements of a module.

11. **Curriculum:** The specifications for a course or subject (module) which describe all the learning experiences a learner undergoes, generally including objectives, content, intended learning outcomes, teaching methodology, recommended or prescribed assessment tasks, assessment exemplars, etc.

12. **Evidence guides:** The part of a competency standard which provides a guide to the interpretation and assessment of the unit of competency, including the aspects which need to be emphasized in assessment, relationships to other units, and the required evidence of competency.

13. **Flexible delivery:** A range of approaches to providing education and training, giving learners greater choice of when, where and how they learn. Flexible delivery may involve distance education, mixed-mode delivery, online education, self-paced learning, self-directed learning, etc.

14. Formal education: Also, formal training education or training provided in educational institutions such as schools, universities, colleges, etc. or off the job in a workplace, usually involving direction from a teacher or instructor.

15. **General competencies**: competencies correspond to larger operations that go beyond the tasks, but generally contribute to their implementation. These activities require more fundamental learning and are generally common to several tasks and transferable to many work situations.

16. **Generic modules:** Modules leading to the attainment of complementary competencies.

17. **Informal education:** The acquisition of knowledge and skills through experience, reading, social contact, etc.

18. **Internship**: An opportunity for a learner to integrate career related experience by participating in planned, supervised work.

19. **Key competencies**: Any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry. The following are key areas of competency which were developed into seven key competencies: collecting, analysing and organizing information; communicating ideas and information; planning and organizing activities; working with others and in teams; using

mathematical ideas and techniques; solving problems; and using technology.

20. **Knowledge:** means the result of the adoption of information through the learning process. Knowledge is a set of facts, principles, theories and practices related to area of work or study. In CBE context lifelong learning knowledge is described as theoretical and / or factual.

21. **Learning outcomes:** are statements of what learner knows, understands and can perform, based on the completion of the learning process, defined by knowledge, skill and competency.

22. **Learning activities**: Suggested activities that can be developed during lesson planning and activity preparation. The choice of learning activities must be tailored according to group size, available material resources and communication tools.

23. Learning hours: Number of hours required to acquire the competency, including the time allocated to evaluation, which is estimated between 5 and 10% of the total learning time of the competency.

24. **Learning outcomes:** Statements that indicate what learners will know or be able to do as a result of a learning activity. Learning outcomes are usually expressed as knowledge, skills, or attitudes.

25. **Learning unit**: Any of the basic building blocks of a module, which describes the key activities or the elements of the work covered by the module

26. **Module**: A unit of training which corresponds to one competency and which can be completed on its own or linked to others.

27. **Occupation**: The principal business of one's life.

28. **Performance criteria**: The part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent. It describes the quality requirements of the result obtained in labour performance.

29. **Qualification:** means the formal name for the result of a process of assessment and validation, which is obtained when a competent body determines that an individual has achieved learning outcomes to the standards laid down.

30. **Quality assurance:** The systems and procedures designed and implemented by an organization to ensure that its products and services are of a consistent standard and are being continuously improved.

31. **Recognition of prior learning (or RPL):** The acknowledgement of a person's skills and knowledge acquired through previous training,

work or life experience, which may be used to grant status or credit in a subject or module.

32. **Skills**: are the ability to apply knowledge and use the principle of "know how" to perform a specific task and to solve the problem. In the context of the CBE Framework, skills are defined as cognitive (involving the use of logical, intuitive and creative thinking), practical (including physical skill and use of methods, materials, devices and instruments) and social skills (communication and cooperation skills, emotional intelligence and other).

33. **Specific competencies**: Competencies that are directly related to the tasks of the occupation in the workplace context. They refer to concrete, practical, and focused aspects

34. **Traineeship**: A system of vocational training combining off-the-job training at an approved training provider with on-the-job training and practical work experience. Traineeships generally take one to two years and are now a part of the New Apprenticeships system.

35. **Unit of competency**: A component of a competency standard. A unit of competency is a statement of a key function or role in a particular job or occupation. See also element of competency, performance criteria, range of variables.

36. **Elective competencies**: competencies that can be seen as a way to develop specific competencies, which are skills or abilities directly connected to the tasks required in a workplace context. These competencies focus on concrete, practical, and specialized aspects of a profession. By selecting elective modules,

Employable Skills for Sustainable Job Creation

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