



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

SECONDARY SCHOOL ABRIDGED CURRICULUM FOR UGANDA

Entrepreneurship
Commerce
Accounts
Computer Studies
Fine Art
MUSIC

SENIOR 3





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A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

National Curriculum Development Centre

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Contents

Foreword.....	vi
Acknowledgement.....	vii
Entrepreneurship	1
TOPIC: BUSINESS START – UP PROCESS	6
TOPIC: GOALS IN BUSINESS	7
TOPIC: CAPITAL MARKETS IN UGANDA	8
TOPIC: MANAGING A SMALL BUSINESS ENTERPRISE.....	10
TOPIC: MARKETING IN A SMALL ENTERPRISE.....	11
TOPIC: PRODUCTION MANAGEMENT	12
TOPIC: PERSONNEL MANAGEMENT AND ADMINISTRATIVE EXPENSES	13
TOPIC: BUSINESS PLAN PREPARATION.....	14
TOPIC: FINANCIAL INSTITUTIONS IN UGANDA	15
Commerce.....	17
TOPIC: JOINT STOCK COMPANIES.....	22
TOPIC: INTERNATIONAL TRADE	23
TOPIC: GOVERNMENT INVOLVEMENT IN BUSINESS.....	25
TOPIC: MONEY AND BANKING.	27
TOPIC: INSURANCE.....	32
TOPIC: TRANSPORT	34
TOPIC: WAREHOUSING.....	37
TOPIC: COMMUNICATION	39
Accounts	42
TOPIC: THE DOUBLE ENTRY SYSTEM	45
TOPIC: CASH BOOKS.....	47
TOPIC: BANK RECONCILIATION STATEMENT.....	51
TOPIC: FINAL ACCOUNTS AND FINANCIAL STATEMENT	53
TOPIC : END OF YEAR ADJUSTMENTS	56

Computer Studies	60
Topic: Word Processing	65
Topic: Computer Presentations	66
Topic: System start-up and configuration.....	67
Topic: Spreadsheets	69
Topic: Web design.....	70
Fine Art	72
UNIT 1: DRAWING AND PAINTING	75
UNIT 2: GRAPHIC DESIGN	79
UNIT 3: FABRIC DECORATIONS AND PRINTMAKING	81
UNIT 4: DECORATIVE ARTS	83
UNIT 5: SCULPTURE.....	85
UNIT 6: POTTERY.....	86
UNIT 7: ART THROUGH TIME	88
UNIT 1: THE HUMAN FIGURE.....	89
UNIT 2: INTRODUCTION TO GRAPHIC DESIGN LAYOUT.....	91
UNIT 3: MAKING COMPOSITIONS IN COLLAGE AND MOSAIC.....	92
UNIT 4: SCREEN PRINTING	93
UNIT 5: CARVING IN SCULPTURE.....	94
UNIT 6: MAKING WOVEN ARTICLES USING DIFFERENT TECHNIQUES.....	95
UNIT 7: ART IN EAST AFRICA	96
Unit 1: DRAWING	97
UNIT 2: DRAWING	99
UNIT 3:.....	100
UNIT 4: SCULPTURE.....	101
UNIT 5: WEAVING AND BASKETRY	102
UNIT 6 HISTORYAND APPRECIATION OF ART.....	103
Music	106

TOPIC 1: MUSIC READING AND WRITING.....	109
TOPIC 2: ELEMENTALLY HARMONY	115
TOPIC 3: MELODY WRITING.....	118
TOPIC 4: A THEORETICAL APPROACH TO INTERVALS	119
TOPIC 5: MUSIC COMPOSERS OF THE BAROQUE PERIOD.....	121
TOPIC 6: MUSIC READING AND WRITING.....	122
TOPIC 7: MUSIC PRACTICAL	128
TOPIC 8: MUSIC READING AND WRITING.....	130



W
A
S
H
I
N
G
T
O
G
O
I
N
T
H
E
M
O
D
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R
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Foreword

The COVID-19 pandemic caused a disruption in our education system and made learners miss schooling for almost 18 months of the 2020-2021 schooling period. This has created a need to re-think what and how learners will learn when schools re-open.

The Ministry of Education and Sports through National Curriculum Development Centre (NCDC), has developed this abridged curriculum for Primary and Secondary schools in the country. This curriculum presents a selection of priority learning competences and concepts, along with psychosocial support, which should be the focus of instruction in the 2022 school year in order to achieve learning recovery.

This curriculum is not a departure from the existing curricula for the different classes but rather, a modification of the same with a purpose of recovering the lost learning time with minimum learning loss. It has been packaged for all Primary and Secondary classes with exception of Primary One, Senior One and Senior Five that will use the standard curriculum.

I therefore, recommend this abridged curriculum and ask all stakeholders to support its implementation as a strategic intervention towards the mitigation of the effects of COVID-19 pandemic on our education system. The effective implementation of this curriculum by the implementers will be a great milestone towards the recovery of lost learning time and giving hope and confidence to learners and teachers.



HON. Janet K. Museveni

First Lady and Minister for Education and Sports

Acknowledgement

National Curriculum Development Centre (NCDC) would like to express its most sincere appreciation to all those who worked tirelessly towards the development of the abridged curriculum for Primary and Secondary levels of education.

The Centre is indebted to the NCDC Governing Council and the Academic Steering Board whose guidance and input helped to develop quality curriculum materials.

Great thanks go to the Specialists, panel members, the Quality Assurance and Editorial Committees that invested heavily in the conceptualisation, development and quality assurance processes that collectively delivered the materials that we have here. Their efforts, extra energy and professionalism has been unmatched.

This abridged curriculum was developed with support from The Government of the Republic of Uganda, Save the Children, UNESCO, Uganda National Examinations Board (UNEb), Directorate of Education Standards (DES), Universities, National Teachers Colleges (NTCs) and Primary Teachers Colleges (PTCs).

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for addressing the gaps. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or www.ncdc.go.ug.



Dr. Grace K. Baguma

**DIRECTOR,
NATIONAL CURRICULUM DEVELOPMENT CENTRE**



Entrepreneurship

SENIOR THREE

SENIOR THREE ENTREPRENEURSHIP

INTRODUCTION

WHY THE SUBJECT? (AIMS AND OBJECTIVES)

Uganda's Vision 2040 and the National Development Plan emphasizes the importance of developing our ability to use the technologies available to us - both emerging and traditional - to build our society. This syllabus emphasizes that the learner should be able to understand and use these technologies, and also know how to extract value from them. This means that the learner must have strong skills and should develop competences to contribute to creating employment opportunities for self and for others.

Uganda has abundant resources which are either unutilized, under-utilized or misutilised. Entrepreneurship Education will help build the abilities of learners to identify these resources and put them to proper use to make a productive living. This helps to increase the standards of living of the people.

This will go a long way in preparing learners to be self-reliant and productive in the society to meet the demands of the competitive market. Entrepreneurship education will also help to utilize and apply the skills from other subjects in order to produce goods and services.

Entrepreneurship Education is designed to introduce the learner to the importance of scanning the environment for opportunities and resources,

identifying viable business ventures, starting-up a business, managing a business and utilizing support services to run a business effectively and successfully.

SUBJECT SPECIFIC INSTRUCTIONAL STRATEGIES

- Brain storming
- Group discussion
- Case study
- Guest speaker
- Shared experiences
- Group Research
- Field Trips
- Role Play
- Demonstrations

SUBJECT SPECIFIC ASSESSMENT STRATEGIES

- **Observation** – watching learners working (good for assessing skills and values)
- **Conversation** – asking questions and talking to learners (good for assessing knowledge and understanding)
- **Product** – appraising the learner’s work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc.). In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity e.g. evidence from “observation” can be checked against evidence from “conversation” and “product”. This is often referred to as “triangulation”

ENTREPRENEURSHIP JUSTIFICATION TABLE FOR SENIOR THREE

SN	CRITICAL CHANGES	JUSTIFICATION
1	TOPIC: BUSINESS START - UP PROCESS	<ul style="list-style-type: none"> - The importance of each step of starting business has been eliminated because it is not important to the learners.
2	TOPIC: MARKETING MANAGEMENT	<ul style="list-style-type: none"> - Differences between marketing and selling have eliminated because it is not so applicable. - Personal selling has been eliminated because it is not commonly used by most business people. - Market research is eliminated as an independent sub-topic; it will be covered under methods of sales promotion. - Advertising to cover advantages and disadvantages, and factors considered when selecting the media of advertising.
3	TOPIC: PRODUCTION MANAGEMENT	<ul style="list-style-type: none"> - Selection of employees to be used in the production process will be covered under personnel management. - Utilities and expenses under production to be looked at in the final accounts under the profit and loss account. -
4	TOPIC: PERSONNEL MANAGEMENT	<ul style="list-style-type: none"> - Family involvement in business activities to be covered under the advantages of sole trade business. - Operational and administrative expenses to be looked at in the final accounts under the profit and loss account.
4	TOPIC: FINANCIAL PLANNING IN BUSINESS	<ul style="list-style-type: none"> - The topic has been merged with book keeping to be covered in the final accounts and the balance sheet because it covering the same type of information.

SENIOR THREE ENTREPRENEURSHIP ABRIDGED SYLLABUS

TIME ALLOCATION

TERMS IN THE YEAR	TOPIC(S)	NUMBER OF WEEKS PER TOPIC	NUMBER OF PERIODS PER TOPIC
Term One	• Business Start – up Process	5	15
	• Business Goals	2	6
	• Capital Markets in Uganda	5	15
Term Two	• Managing a Small Business Enterprise	2	6
	• Marketing Management	4	12
	• Production Management	6	18
Term Three	• Personnel Management in small businesses	3	9
	• Business Plan Preparation	4	12
	• Financial Institutions In Uganda	5	15

TERM 1

TOPIC: BUSINESS START – UP PROCESS

DURATION: 14 PERIODS

LEARNING OUTCOME: The learner should set achievable Business Goals.

	SUB – TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
9.1	Business start- up process	(a) Explains the steps involved in starting a business.	<ul style="list-style-type: none"> Steps involved in Business start – up process. 	<ul style="list-style-type: none"> Guided discussion on the steps involved in business starting a business
9.2	Legal forms of business/ ownership	(b) Giving the meaning, characteristics, advantages and disadvantages of legal forms of business,	<ul style="list-style-type: none"> Sole trade business Partnership business Limited companies Cooperative society(SACCOS) 	<ul style="list-style-type: none"> Guided discussion to discover the meaning, characteristics, advantages and disadvantages of legal forms of business.
9.3	Registering a business	(c) Follow the steps in registering a business (d) Provide necessary requirements of registering a business	<ul style="list-style-type: none"> Steps for registering a business. Requirements of registering a business. 	<ul style="list-style-type: none"> Invite resourceful person to talk about the steps and giving requirements of registering a business.
9.4	Sources of business	(e) Identifying the different sources of	<ul style="list-style-type: none"> Sources of business finance 	<ul style="list-style-type: none"> Guided group discussion to discover the

	finances	finance		sources of business finances
9.5	Location of the business	(f) Identifying the factors considered when location the business	<ul style="list-style-type: none"> Factors considered when locating a business 	<ul style="list-style-type: none"> Guided small group discussion on the factors considered when locating the business.

TOPIC: GOALS IN BUSINESS

DURATION: 10 PERIODS

LEARNING OUTCOME: The learner should set achievable Business Goals.

	SUB – TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
10.1	A Goal	The learner: Gives meaning of a Goal Lists examples of Goals Mentions the characteristics of good business goals	<ul style="list-style-type: none"> Meaning of a Goal Examples of Business Goals Characteristics of a good business goal. 	<ul style="list-style-type: none"> Guided discussion and discovery on business goals.
10.2	Importance of setting business	Explains the importance of setting goals in	<ul style="list-style-type: none"> Importance of setting goals in business: <ul style="list-style-type: none"> Course of direction 	<ul style="list-style-type: none"> Guided discussion to discover the meaning,

Goals.	Business.	- Meeting deadlines -	characteristics, advantages and disadvantages of legal forms of business.
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TOPIC: CAPITAL MARKETS IN UGANDA

DURATION: 12 PERIODS

LEARNING OUTCOME: The learner should know the operation of the stock securities exchange.

PERIODS	SUB - TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
11.1	Stock Securities Exchange	Learner: Defines Capital Markets Defines securities exchange Gives the roles of capital markets in Uganda Common terms used in stock exchange	<ul style="list-style-type: none"> • Meaning of stock securities exchange • Roles of stock securities exchange • Common terms used in stock securities exchange 	<ul style="list-style-type: none"> • Guided discussion on the steps involved in business starting a business
11.2	Securities	Learner gives: The different	<ul style="list-style-type: none"> • Shares • Bonds • Treasury bills 	<ul style="list-style-type: none"> • Getting a guest speaker from stock

		securities Steps involved in selling and buying shares.		exchange to give information about shares
11.3	Types of Companies that can trade in stock exchange	Learner identifies	<ul style="list-style-type: none"> • Types of companies allowed to sell shares. 	<ul style="list-style-type: none"> • Guided discoveries

TERM 2

TOPIC: MANAGING A SMALL BUSINESS ENTERPRISE.

DURATION: 14 PERIODS

LEARNING OUTCOME: The learner should be able to manage a Small Business Enterprise.

	SUB - TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
12.1	Management	The learner: (a) Explains the meaning and importance of Management.	<ul style="list-style-type: none"> • Meaning of Management. • Importance of Management in a small enterprise. 	<ul style="list-style-type: none"> • Guided discussion on meaning, role and importance of management. • Resource person (Guest speaker) discusses with learners the role and importance of management.
12.2	Management tasks.	(b) Describes the tasks of Management.	<ul style="list-style-type: none"> • Meaning of tasks of Management. - Marketing Management - Production Management - Personnel Management. 	<ul style="list-style-type: none"> • Case study to find out management tasks • Resource person to discuss with learners the management tasks. • Guided group discussion on management tasks.
12.3	Functions of Management	(c) Describes the functions of Management	<ul style="list-style-type: none"> • Business Management functions; Planning, Organizing, Staffing, 	<ul style="list-style-type: none"> • Dramatize the functions of management functions and management in small enterprise. • Case study of a

			Directing and leading, Controlling, Communicating, Budgeting etc	business to find out whether the functions of management are carried out.
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TOPIC: MARKETING IN A SMALL ENTERPRISE

DURATION: 16 PERIODS

LEARNING OUTCOME: The learner should be able to market the business products

	SUB - TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
13.1	Marketing Management	(a) Explains the meaning of marketing in business.	<ul style="list-style-type: none"> • Meaning of Marketing and Marketing Mix. • Marketing Mix; Product, Price, Promotion, Place, Positioning etc • Distribution channels • Methods of sales promotion 	<ul style="list-style-type: none"> • Group discussion on elements of marketing mix. • Guided discovery on the channels of distribution.

TOPIC: PRODUCTION MANAGEMENT
DURATION: 16 PERIODS
LEARNING OUTCOME: The learner should be able to produce quality goods

	SUB – TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
14.1	Production process and management	(b) Identify the production process, machinery, raw materials and packaging.	<ul style="list-style-type: none"> • Meaning of production • Production process • Selection of raw materials • Selection of machinery • Packaging • Quality management • Transport 	<ul style="list-style-type: none"> • Field study/visit to find out the production process • Guided discovery on the selection of machinery and raw materials • Demonstrate packaging of goods •

TERM 3

TOPIC: PERSONNEL MANAGEMENT AND ADMINISTRATIVE EXPENSES

DURATION: 16 PERIODS

LEARNING OUTCOME: The learner should be able to manage personnel and administrative expenses

	SUB - TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
15.1	Personnel in a small business enterprise	<p>The learner should be able to:</p> <p>(a) Identifies different types of Personnel and their roles as required in the day-to-day Management of a Small Business enterprise.</p> <p>(b) Selects and manages personnel in an enterprise</p>	<ul style="list-style-type: none"> • Types of Personnel • Roles of different types of Personnel • Selection of Personnel/Labour • Factors for determining wages of Personnel • - 	<ul style="list-style-type: none"> • Brainstorm on roles, selection factors to determine wages for personnel. • Role play to bring out clearly different types, selection of personnel.

TOPIC: BUSINESS PLAN PREPARATION
PERIOD: 16 PERIODS
LEARNING OUTCOME: The learner should be able to prepare a business plan for a selected business.

	SUB – TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
19.1	Elements of a Business Plan	The learner: (a) Defines and describe the elements of a Business Plan.	<ul style="list-style-type: none"> • Meaning of Business Plan • Elements of Business Plan • Preparing the elements of a business 	<ul style="list-style-type: none"> • Guide learners to discuss the meaning and elements of a business plan. • Use local examples to discuss the elements of a business plan.
19.2	Purpose of a Business Plan	(b) Explains the uses of a business plan to different stakeholders	<ul style="list-style-type: none"> • Uses to: <ul style="list-style-type: none"> - The entrepreneur - Financiers - Employees. - Government etc 	<ul style="list-style-type: none"> • Involve learners in the discussion of purpose of a business plan to entrepreneur, funders and employees.
19.3	Action Plan	(c) Explains what an action plan is.	<ul style="list-style-type: none"> • Meaning of Action Plan • Elements of an action plan • Importance of Action Plan • Implementation of an action plan 	<ul style="list-style-type: none"> • Group discussion involving meaning of an action plan, its importance, elements and implementation.

ASSESSMENT:

Learner prepares a Business Plan.

TOPIC: FINANCIAL INSTITUTIONS IN UGANDA

DURATION: 18 PERIODS

LEARNING OUTCOME: The learner utilizes the services of different Financial Institutions in Uganda.

PERIOD	SUB – TOPIC	COMPETENCES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
03	Types of Financial Institutions in Uganda.	The learner: (a) Gives the meaning of Financial Institutions. (b) Identifies different Financial Institutions.	<ul style="list-style-type: none"> • Meaning of Financial Institutions. • Examples of Financial Institutions. • Types of Financial Institutions in Uganda. 	<ul style="list-style-type: none"> • Guided discussion and discovery of the meaning of Financial Institutions with their characteristics. • Invitation of guest speaker
03	Services offered by Financial Institutions.	(c) Explains services offered by Financial Institutions	<ul style="list-style-type: none"> • Services; Safe custody of savings, Giving loans, Payment transfers, etc • Business development services, Assessment of credit worthiness etc 	<ul style="list-style-type: none"> • Discuss and match services to financial institutions to a business.
03	Types of accounts maintained by financial institutions	(d) Mentions all the accounts operated by financial institutions	<ul style="list-style-type: none"> • Savings account • Current account • Fixed deposit account 	<ul style="list-style-type: none"> • Resource person to present the different types of accounts maintained by Financial Institutions.





Commerce

SENIOR THREE

INTRODUCTION

a) WHY THE SUBJECT:

Teaching commerce at secondary education level, aims at enabling the learner to acquire the basic commercial knowledge, skills values and commercial attitudes to understand the business environment and the commercial language.

b) SUBJECT SPECIFIC INSTRUCTIONAL STRATEGIES:-

These strategies include;

- Brainstorming
- Question and answer
- Guided group discussions
- Role play
- Narrate/signs stories
- Individual Research
- Demonstration
- Use of expository method,
- Use of resource persons to talk to the learners.
- Field trips to commercial sites to enhance learning.

c) SUBJECT SPECIFIC ASSESSMENT STRATEGIES

- Observation of learners during the learning activities, actions, talks, attitudes
- Conversation through Self-assessment by learners, Peer feedback, and Effective teacher feedback.
- Use of questioning

MATRIX OF CRITICAL CHANGES AND JUSTIFICATION:

SENIOR THREE COMMERCE.		
TOPIC	CRITICAL CHANGES	JUSTIFICATION
International trade	Documents and terms of sale used in international trade were left out.	They are not relevant to the learner because they are covered at higher levels and are handled by the intermediaries in international trade such as the clearing and forwarding agents.
	Government involvement in international trade is merged with the next topic of Government involvement in business	Their content is similar.
	Marketing boards were eliminated	They are not relevant to the learner .we no longer have marketing boards in Uganda.
	Privatization is left out	It is covered in details at Advanced level in Economics.
Money and Banking.	The development of money is left out	It is not relevant to the learner.
	Financial Markets have been left out	They were duplicated. They also appear under communication.
	Negotiable instruments, bills of exchange and promissory notes are left out.	They are covered under means of payment.
Insurance	Documents used in insurance are left out	They are all covered under the procedure for getting an insurance policy. The

		procedure cannot be covered without handling the documents involved.
Transport	The forms of road transport are merged with advantages of road transport.	They are given as examples when explaining the advantages of road transport.
	Challenges of road transport, railway transport, water transport, air transport and solutions are left out	Most of the challenges are similar to the disadvantages which are covered when handling each mode of transport.
	Containerization is left out.	Not relevant to the learner.
Warehousing	The functions of a warehouse are left out.	The functions are reflected in the importance of warehousing.
	The advantages of a warehouse are left out.	The advantages are also reflected in the importance.
	The disadvantages of warehousing are also left out.	They are reflected among the challenges of warehousing.
Communication	<p>Meaning of Communication media plus advantages and disadvantages of each communication medium are left out.</p> <p>Services rendered by the post office are left out because they are no longer available.</p>	They are covered while handling factors considered when choosing a means of communication. The advantages and disadvantages serve as the explanation which is the basis for choosing or not choosing a given communication medium.

ABRIDGED COMMERCE SYLLABUS

TIME ALLOCATION: 3 PERIODS PER WEEK

Commerce in senior three and four is scheduled to have three 40 minutes periods in the first, second and third terms of each school calendar year. It is assumed there are twelve weeks of teaching and learning in every term except third term of senior four. Time allocation for each topic is given as a guide to the teacher in the table below. The school is at liberty to improve on this time allocation.

TERMS IN A YEAR	TOPIC	NUMBER OF PERIODS PER TOPIC	TOTAL PERIODS PER TERM	TOTAL PERIODS PER YEAR
TERM 1	Joint Stock Companies	08		
	International trade	12		
	Government involvement in business	16	36	
TERM 2	Money and Banking	28		
	Insurance.	08	36	
TERM 3	Transport	12		
	Warehousing	08		
	Communication	14	36	
				108

TERM 1

TOPIC: JOINT STOCK COMPANIES

DURATION: 12 PERIODS

GENERAL OBJECTIVES: Learner should be able to appreciate the Importance of Joint Stock Companies

SUBTOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
Introduction to Joint Stock Companies	<p>The learner should be able to;</p> <ol style="list-style-type: none"> Define Joint Stock Companies Give the features stock companies Describe the formation of stock companies Explain the break down the capital structure. Explain the types of shares and procedure of selling shares Reasons why companies are dissolved 	<ul style="list-style-type: none"> Meaning of Joint Stock Companies Features of Joint Stock Companies Formation of a company Capital structure. Types of shares and procedure of selling shares Reasons why a company may be dissolved 	<ul style="list-style-type: none"> Learners brainstorm on the meaning and importance of international trade Group discussion on the advantages and disadvantages of international trade Guided discussions on challenges of international trade Group discussion on reasons and methods of controlling international trade

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TOPIC: INTERNATIONAL TRADE

DURATION: 12 PERIODS

GENERAL OBJECTIVES:

Learner should be able to appreciate the Importance of International Trade

SUBTOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
Introduction to International Trade Introduction to International Trade	The learner should be able to; g. Define International Trade h. Give reasons for international trade i. Identify the advantages and disadvantages of international trade j. Explain the challenges/problems faced in international trade k. Reasons and methods of controlling international trade.	<ul style="list-style-type: none"> • Meaning of international trade • Reasons for international trade • Advantages and disadvantages of international trade • Challenges of international trade • Reasons of controlling international trade • Methods used in controlling international trade 	<ul style="list-style-type: none"> • Learners brainstorm on the meaning and importance of international trade • Group discussion on the advantages and disadvantages of international trade • Guided discussions on challenges of international trade • Group discussion on reasons and methods of controlling international trade.

<p>International and regional cooperation.</p>	<p>The learner should be able to;</p> <ol style="list-style-type: none"> a) Describe the international and Regional bodies. b) Explain the benefits of these bodies. 	<ul style="list-style-type: none"> • International and Regional bodies e.g. E.A.C., COMESA, Common wealth. • Benefits of regional cooperation. 	<ul style="list-style-type: none"> • Guided discussion about the different international and regional bodies and benefits of regional cooperation
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TOPIC: GOVERNMENT INVOLVEMENT IN BUSINESS

DURATION: 10 PERIODS

GENERAL OBJECTIVES: Learner should be able to explain the rationale for Government involvement in business

SUBTOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
Public Sector.	<p>The learner should be able to;</p> <ol style="list-style-type: none"> Give the meaning of public sector. State reasons for and against government involvement in business with examples. Describe the different forms of Government involvement in business. Explain the role played by the public sector. Explain the challenges facing the public sector involvement. 	<ul style="list-style-type: none"> Meaning of public sector and public corporation . Reasons for and against government involvement in business. Role played by the public sector. Challenges faced by the public sector 	<ul style="list-style-type: none"> Guided discussion on the meaning of public sector. Guided discussion on the role played by the public sector. Learners brainstorm on the challenges faced by the public sector and their solutions
Consumer Protection	<p>The learner should be able to;</p> <ol style="list-style-type: none"> Define consumer protection 	<ul style="list-style-type: none"> Meaning of consumer protection Reasons for 	<ul style="list-style-type: none"> Discussion on the meaning, reasons and methods of

	<p>b. State the reasons for consumer protection</p> <p>c. Describe the methods of protecting the consumers</p> <p>d. Explain the challenges faced in enforcing consumer protection</p>	<p>consumer protection</p> <ul style="list-style-type: none"> • Methods of protecting consumers • Challenges faced in enforcing consumer protection and their solutions. 	<p>protecting consumers</p> <ul style="list-style-type: none"> • Brainstorm on the challenges faced in enforcing protection and solutions to the challenges.
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TERM 2

TOPIC: MONEY AND BANKING.

DURATION: 25 PERIODS

GENERAL OBJECTIVES: Learner should be able to appreciate the Importance of money and banking in the conduct of commercial transactions.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
Money	The learner should be able to : a) Explain the meaning of Barter Exchange, money and monetary exchange. b) Give the advantages and disadvantages of Barter Exchange. c) Define money. d) Identify the types and functions of money. e) Explain the qualities of	<ul style="list-style-type: none"> • Meaning of Barter Exchange, money and monetary exchange. • Advantages and disadvantages of Barter Exchange. • Types of money. • Functions of money. • Qualities of money 	<ul style="list-style-type: none"> • Brain storm on the meaning of barter exchange. • Demonstration of Barter Exchange. • Guided discussion on the meaning, functions, and qualities of money.

	good money.		
Banking	<p>The learner should be able to:</p> <p>a) Identify the different types of banks.</p> <p>b) Explain the functions of each bank.</p> <p>c) Describe the features of different Bank Accounts.</p> <p>d) Explain the advantages and disadvantages of each type of account.</p> <p>e) Explain the role of banking industry in the development of a country.</p>	<ul style="list-style-type: none"> • Meaning of Bank and Banking. • Types and functions of banks i.e. central bank, commercial, and Development Banks. • Features of Savings account, Current account and Fixed Deposit Accounts. • How to deposit and withdraw money on each account. • Advantages and disadvantages of having a bank account. • Role of banking industry in the development of a country. 	<ul style="list-style-type: none"> • Field visit to establish the types of banks and the various bank accounts. • Role playing the procedure of opening up a bank account. • Resource person to talk about the different types of bank accounts and the role of the banking industry in the development of a country.
Non – Banking Financial institutions	<p>The learner should be able to:</p> <p>a) Explain the</p>	<ul style="list-style-type: none"> • Meaning of Non – Banking Financial institutions 	<ul style="list-style-type: none"> • Guided discussion and discovery on the meaning, types, functions,

	<p>meaning of Non – Banking Financial institutions</p> <p>b) Identify the types of Non – Banking Financial institutions</p> <p>c) Explain the functions of Non – Banking Financial institutions.</p> <p>d) Explain the advantages and disadvantages of Non – Banking Financial institutions</p>	<ul style="list-style-type: none"> • Identify the types of Non – Banking Financial e. g Insurance, SACCOS, NSSF, Microfinance institutions. • Functions of Non – Banking Financial institutions. • Explain the advantages and disadvantages of Non – Banking Financial institutions • Role of Non – Banking Financial institutions in the development of a country. • Challenges and solutions of Non – Banking Financial institutions 	<p>advantages and disadvantages of Non – Banking Financial institutions</p> <ul style="list-style-type: none"> • Role playing the Challenges and solutions of Non – Banking Financial institutions
<p>Means of payment.</p>	<p>The learner should be able to:</p> <p>a) Define a</p>	<ul style="list-style-type: none"> • Meaning of cheque, bank draft, standing order. 	<ul style="list-style-type: none"> • Learners brainstorm on the different means of payment and the

	<p>cheque, bank draft, standing order.</p> <p>b) Identify parties to a cheque.</p> <p>c) Explain the features of a cheque.</p> <p>d) Explain the advantages and disadvantages of using bank drafts and other means of payment.</p>	<ul style="list-style-type: none"> • Identify parties to a cheque. • Explain the features of a cheque. • Explain the advantages and disadvantages of using bank drafts and other means of payment. 	<p>advantages and disadvantages of each.</p> <ul style="list-style-type: none"> •
Dishonoring a cheque.	<p>The learner should be able to:</p> <p>a) Explain the reasons for dishonoring a cheque.</p> <p>b) Explain the advantages and disadvantages of paying by cheque.</p>	<ul style="list-style-type: none"> • Meaning of dishonored cheque. • Reasons for dishonoring a cheque. • Advantages and disadvantages of paying by cheque. 	<ul style="list-style-type: none"> • Discussion on the meaning, advantages and disadvantages of payment by cheque plus reasons for dishonoring a cheque.
Trends in the Banking industry	<p>The learner should be able to:</p>	<ul style="list-style-type: none"> • Emerging trends in the banking 	<ul style="list-style-type: none"> • A resource person to discuss with the learners new

	<p>a) Describe the emerging trends in the banking industry.</p> <p>b) Describe the operations in each of them.</p>	<p>industry e.g. A.T.M, EFT (Electronic Funds transfer, Agent banking, online banking).</p> <ul style="list-style-type: none"> • Operations of the recent facilities. 	<p>trends in banking industry.</p>
<p>Stock Exchange</p>	<p>The learner should be able to:</p> <p>a) Define stock exchange.</p> <p>b) Describe the membership of stock exchange.</p> <p>c) Identify the types of securities traded in stock exchange market.</p> <p>d) Explain the challenges and suggest solutions.</p>	<ul style="list-style-type: none"> - Meaning of stock exchange. - Membership of stock exchange. - Types of securities traded in stock exchange market. - Challenges faced in stock exchange. - Solutions to challenges faced in stock exchange. - 	<p>Discussion on the meaning, membership, challenges of stock exchange .plus possible solutions to the challenges.</p>

TOPIC: INSURANCE.
DURATION: 08 PERIODS
GENERAL OBJECTIVES: Learner should be able to appreciate the role of insurance in commercial activities

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
Meaning of insurance, importance of insurance and terminologies used in Insurance	The learner should be able to; a. Explain the meaning of insurance and other terms used in relation to insurance. b. Explain the principles governing insurance.	<ul style="list-style-type: none"> • Meaning of insurance and other terms used in insurance • The principles governing insurance. 	<ul style="list-style-type: none"> • Let learners research about the meaning of insurance and other terms used in relation to insurance. • Brain storming on the meaning of insurance • Guided discussion on the principles of insurance
<ul style="list-style-type: none"> - Importance /benefits of insurance - Classes of insurance - Procedure of getting an insurance 	The learner should be able to; a. Appreciate the importance of insurance b. Describe	<ul style="list-style-type: none"> • Principles of insurance • Appreciate the importance of insurance • Insurance policies available in Uganda. 	<ul style="list-style-type: none"> • Guided discussion on the principles of insurance • Brain storming on the classes of insurance.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
policy and claiming for compensation	<p>the different insurance policies available in Uganda.</p> <p>c. Describe the procedure for undertaking an insurance policy and for claiming compensation.</p>	<ul style="list-style-type: none"> • Procedure of getting a policy and claiming for compensation 	

TERM 3

TOPIC: TRANSPORT

DURATION: 14 PERIODS

GENERAL OBJECTIVES: Learner should be able to appreciate the importance of transport in commercial activities

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
<ul style="list-style-type: none"> - Importance of transport. - Elements of transport. 	The learner should be able to; <ol style="list-style-type: none"> a. Define transport b. Give the importance of transport c. Explain the elements of transport d. Describe the types of transport. 	<ul style="list-style-type: none"> • Meaning of transport • Importance of transport • Elements of transport • Types of transport 	<ul style="list-style-type: none"> • Guided discussions on meaning, elements, and types of transport. • Guide learners to brainstorm on the importance of transport.
Road transport and railway transport	The learner should be to; <ol style="list-style-type: none"> a. Give advantages and disadvantages of road transport. 	<ul style="list-style-type: none"> • Meaning of road transport • Advantages of road transport with examples • Disadvantages of road transport 	<ul style="list-style-type: none"> • Guided discussions on advantages, disadvantages of road transport

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
	<p>b. Give advantages and disadvantages of railway transport</p>	<ul style="list-style-type: none"> • Advantages of railway transport • Disadvantages of railway transport 	<p>and railway transport.</p>
<p>Water transport and air transport</p>	<p>The learner should be able to;</p> <p>a. Give the advantages and disadvantages of water transport.</p> <p>b. Give the advantages and disadvantages of air transport</p>	<ul style="list-style-type: none"> • Meaning of air and water modes of transport • Advantages of air and water modes of transport • Disadvantages of air and water modes of transport 	<ul style="list-style-type: none"> • Guided discussions on advantages, disadvantages and challenges of water and air modes of transport.
<p>Pipe line transport</p>	<p>The learner should be able to;</p> <p>a. Identify goods transported using pipeline transport.</p> <p>b. Explain the advantages and disadvantages of pipe line</p>	<ul style="list-style-type: none"> • Goods transported using pipeline transport. • Advantages and disadvantages of pipe line transport. • Challenges in pipeline transport 	<ul style="list-style-type: none"> • Guided discussions on advantages, disadvantages and challenges of pipeline transport. • Guide

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
	transport. c. Identify challenges in pipeline transport d. Suggest possible solutions e. Explain the factors influencing the choice of transport	<ul style="list-style-type: none"> • Suggest possible solutions • Factors influencing the choice of transport 	learners to brainstorm on the factors influencing the choice

TOPIC: WAREHOUSING.

DURATION: 08 PERIODS

GENERAL OBJECTIVES: Learner should be able to appreciate the importance of warehousing in the chain of distribution of goods

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
Introduction to warehousing	The learner should be able to; <ol style="list-style-type: none"> a. Define warehousing and a warehouse. b. Identify types of warehouses. c. Describe the management of a sizeable warehouse. d. Give the features of an ideal warehouse 	<ul style="list-style-type: none"> • Meaning of warehousing and warehouse. • Types of warehouses. • The structure and features of a good warehouse. 	<ul style="list-style-type: none"> • Brain storming to get the difference between warehouse and warehousing. • Guided discovery and discussion on the types, structure and features of a good warehouse.
Importance of warehouses	The learner should be able to; <ol style="list-style-type: none"> a. Explain the importance of warehouses in 	<ul style="list-style-type: none"> • Importance of warehouses in business. • Challenges 	<ul style="list-style-type: none"> • Brain storming and guided discussion on the

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
	business. b. Explain challenges facing warehousing. c. Suggest possible solutions.	facing warehousing . • possible solutions	importance, and challenges of warehousing plus possible solutions.

TOPIC: COMMUNICATION

DURATION: 11 PERIODS

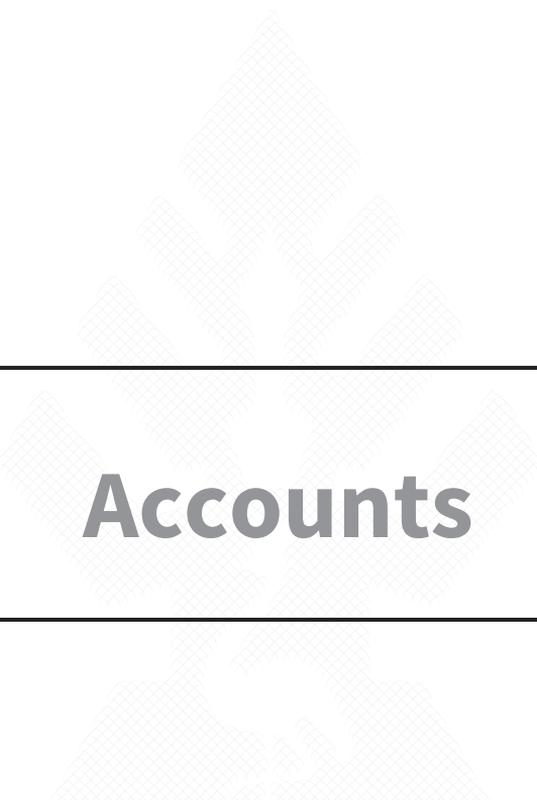
GENERAL OBJECTIVES: Learner should be able to appreciate the importance of communication in commercial activities

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
Introduction to communication	The learner should be able to; <ol style="list-style-type: none"> Define communication. Explain the importance of effective communication Describe the features of effective communication Explain the barriers to effective communication Explain factors influencing the choice of the 	<ul style="list-style-type: none"> Meaning of communication Importance of effective communication Features of effective communication Barriers of effective communication Factors considered when selecting the media of communication 	<ul style="list-style-type: none"> Guided discussions on how communication is important in business. Role play on effective communication

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES
	communication media		
<ul style="list-style-type: none"> - Recent trends in communication 	The learner should be able to; <ul style="list-style-type: none"> c. Explain the emerging /modern trends in communication 	<ul style="list-style-type: none"> • Modern/recent developments in communication 	<ul style="list-style-type: none"> • Guided discussions on new trends in communication. • Brainstorming



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Accounts

SENIOR THREE

INTRODUCTION

An introduction to the subject

The subject of Principles of accounts is taught at in Secondary School at Ordinary Level as one of the optional subjects. It has one paper examined by Uganda National Examination Board (UNEB).

Why the subject (aims and objectives)

- To equip learners with the basic knowledge to enable them understand the procedures of proper book keeping.
- To enable learners to understand the importance of source documents in relation to adequate accounting records.
- To equip learners with skills of categorizing business transactions and how to record them
- To facilitate the understanding of accounting techniques in order to make a learner productive and self-employable.

Subject specific instructional strategies

- Guided discussions
- Brain storming
- Group discussions
- Guest speakers
- Demonstrations

Subject specific assessment strategies

- At the end of every sub – topic or topic, learners must be subjected to continuous assessment.
- This must be administered by a teacher in form of assignments and exercises, projects and course work.
- The marks scored must be recorded and kept for evaluating the level of achievement and progress of the learner.

A MATRIX OF CRITICAL CHANGES AND JUSTIFICATION

TOPICS	CRITICAL CHANGES (AREAS DROPPED)	JUSTIFICATION(REASONS WHY DROPPED)
BOOKS OF ORIGINAL ENTRY	Journal Proper has been dropped.	<ul style="list-style-type: none"> Because it gives related details like the ledger accounts
END OF YEAR ADJUSTMENTS	Provisions for discounts received and allowed	<ul style="list-style-type: none"> Because businesses rarely make provision for discounts, and they are not commonly examined.
BALANCE SHEET	Effects of transactions on the balance sheet.	<ul style="list-style-type: none"> This is covered under the preparation of a balance sheet.
FINAL ACCOUNTS	Interpretation of financial statements.	<ul style="list-style-type: none"> Because most business owners do not make interpretations.

ABRIDGED SYLLABUS FOR SENIOR THREE

TOPIC: THE DOUBLE ENTRY SYSTEM DURATION: 36 PERIODS

GENERAL OBJECTIVES:

The learner should be able to appreciate the importance of double entry system in preparing books of accounts.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES	ASSESSMENT ACTIVITY/ ASSIGNMENTS
The Ledger	The learner should be able to: (a) State the meaning of ledger and account (b) Identify the different types of ledgers and accounts (c) Post transactions to the ledger accounts	<ul style="list-style-type: none"> • Meaning of ledger • Types of ledgers (general and subsidiary) • An account • Types of accounts (personal, real and nominal) 	<ul style="list-style-type: none"> • Guided discussion and discovery on the meaning and types of ledger. • Illustration on the preparation of ledger accounts 	Learners should be given transactions to be recorded in ledger accounts
The Principle of	The learner should be: (a) State the	<ul style="list-style-type: none"> • Principle of double entry system 	<ul style="list-style-type: none"> • Demonstration on recording 	Learners should be given

SUB- TOPIC	SPECIFIC OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGIES	ASSESSMEN T ACTIVITY/ ASSIGNMENT S
Double Entry	principle of double entry (b) Record transactions in ledger accounts using the double entry system (c) Balance ledger accounts	<ul style="list-style-type: none"> • Recording transactions in ledger accounts • Balancing ledger accounts • Advantages of double entry system 	transactions in ledger accounts.	transactions to be recorded in ledger accounts
The Trial Balance	The learner should be able to: (a) Define a trial balance (b) State the uses of a trial balance (c) Prepare the trial balance from ledger balances	<ul style="list-style-type: none"> • Meaning of trial balance • Functions of a trial balance • Preparation of a trial balance 	<ul style="list-style-type: none"> • Guided discussion and discovery of the meaning, functions and preparation of a trial balance. 	Learners should be given a list of balances to prepare a trial balance

TOPIC: CASH BOOKS DURATION: 36 PERIODS

GENERAL OBJECTIVES: The learner should be able to prepare cash books.

Sub-topics	Specific objectives	Content	Suggested teaching and learning strategies	Suggested assessment activity
Cash and Bank accounts	The learner should be to: a) Define Cash book b) Distinguish cash account from bank account c) Record transactions in the cash and bank accounts and balance them.	<ul style="list-style-type: none"> • Meaning of a cash and bank accounts • Preparing a cash account and a bank account • Balancing cash and bank accounts 	<ul style="list-style-type: none"> • Brain storm on the meaning and uses of cash and bank account. • Demonstration on the preparation and balancing of cash and bank accounts • Guide learners on combinin 	Learners should be given a list of both cash and bank transactions and they make individual recordings.

Sub-topics	Specific objectives	Content	Suggested teaching and learning strategies	Suggested assessment activity
			g the two accounts to get a two column cash book	
Two Column Cash Book	The learner should be able to: (a) Record transactions in the Two Column Cash Book (b) Identify entries with Contra entries (c) Balance the two column cash book	<ul style="list-style-type: none"> • Meaning and format of the two column cash book • Contra entries • Recording in the two column cash book • Balancing the two column cash book. • 	<ul style="list-style-type: none"> • Illustration on the preparation of the two column cash book. 	Learners should be given transactions to be recorded in the two column cashbook

Sub-topics	Specific objectives	Content	Suggested teaching and learning strategies	Suggested assessment activity
Three Column cash book	<p>The learner should be able to:</p> <p>a) Draw the format of the three column cash book</p> <p>b) Understand the meaning of discounts, how they are calculated and recorded in the three column cash book.</p> <p>c) Balance the three column cash book and posting entries to respective ledger accounts</p>	<p>-Format of the three column cash book</p> <p>- Calculating discounts and recording them in the three column cash book</p>	<p>- Demonstration the format of the three column cash book.</p>	<p>Give learners some transactions with discounts and instruct them to record them in the three column cash book.</p>
Petty Cash Book	<p>The learner should be able to:</p> <p>a) Give the meaning of petty cash book and</p>	<ul style="list-style-type: none"> • Meaning of petty cash book • Meaning of 	<ul style="list-style-type: none"> • Brainstorm on the meaning, importance, and preparation 	<p>Learners should be given a list of small items and instructed to</p>

Sub-topics	Specific objectives	Content	Suggested teaching and learning strategies	Suggested assessment activity
	imprest system. b) Give the importance of the imprest system c) Recording transactions in the analysis columns. d) Completing double entry	imprest system <ul style="list-style-type: none"> • Importance of the imprest system • Recording transactions in the petty cash book. • Opening ledger accounts 	on of the petty cash book. <ul style="list-style-type: none"> • Demonstration on the preparation of the petty cash book 	record them in a petty cash book

TOPIC: BANK RECONCILIATION STATEMENT

DURATION 5: 36 PERIODS

GENERAL OBJECTIVES: The learner should be able to prepare a Bank Reconciliation Statement

Sub-topics	Specific objectives	Content	Suggested teaching and learning strategies	Suggested Assessment activity
Bank reconciliation statement	<p>The learner should be able to:</p> <p>a) State the meaning of a bank statement and bank reconciliation statement</p> <p>b) Give the importance of the bank reconciliation statement</p>	<ul style="list-style-type: none"> • Meaning of bank statement • Importance of a bank reconciliation statement • Causes of a disagreement between the bank balance and cash book balance • Methods of 	<ul style="list-style-type: none"> • Brainstorm about the importance of a bank reconciliation statement. • Guided discovery on the causes of a disagreement • Demonstrating the preparation of an adjusted cash book and the bank reconciliation statement. 	Learners to be given a bank statement and cash book to prepare a reconciliation statement

Sub-topics	Specific objectives	Content	Suggested teaching and learning strategies	Suggested Assessment activity
	c) Give the causes of the difference between the bank statement balance and the cash book. d) Prepare a bank reconciliation statement. e) Prepare adjusted cash book	preparing a bank reconciliation statement <ul style="list-style-type: none"> • Preparing an adjusted cash book 		

TOPIC: FINAL ACCOUNTS AND FINANCIAL STATEMENT

DURATION: 36 PERIODS

GENERAL OBJECTIVES: The learner should be able to prepare final accounts and balance sheet

Sub-topics	Special objectives	Content	Suggested teaching and learning strategies	Suggested Activity
Trading Account	<p>The learner should be able to:</p> <p>a) Define trading account</p> <p>b) Draw the format of the trading account</p> <p>c) Identify the items in the trading account</p> <p>d) Prepare the trading account</p>	<ul style="list-style-type: none"> • Purpose of preparing a trading account • Identifying the items in the trading account • Preparing a trading account 	<ul style="list-style-type: none"> • Brainstorm on the meaning, purpose, format and preparation of a trading account. • Demonstration on the preparation of the trading account 	<p>Giving an exercise to the learners on the preparation of the trading account</p>

Sub-topics	Special objectives	Content	Suggested teaching and learning strategies	Suggested Activity
Profit and loss account	The learner should be able to: <ol style="list-style-type: none"> Define the profit and loss account Give the purpose of preparing a profit and loss account. Prepare profit and loss account. 	<ul style="list-style-type: none"> Purpose of preparing a profit and loss account Identifying the items in the profit and loss account Preparing the profit and loss account 	<ul style="list-style-type: none"> Brainstorm on the meaning, purpose, format and preparation of the profit and loss account. Demonstration on the preparation of the profit and loss account 	Giving an exercise to the learners on the preparation of the profit and loss account
Balance sheet	The learner should be able to: <ol style="list-style-type: none"> Define balance sheet Identify the 	<ul style="list-style-type: none"> Definition and format of a balance sheet. Balance sheet items. Preparation of the balance 	<ul style="list-style-type: none"> Guided discovery on the meaning and format of a balance sheet. Demonstration on the presentation of the balance 	Learners to be given items(both assets and liabilities) to prepare a balance sheet

Sub-topics	Special objectives	Content	Suggested teaching and learning strategies	Suggested Activity
	items in the balance sheet c) Present the balance sheet	sheet	sheet.	

TOPIC : END OF YEAR ADJUSTMENTS
 PERIODS

DURATION: 30

GENERAL OBJECTIVES: The learner to make necessary adjustments in the books of accounts.

Sub-topics	Special objectives	Content	Suggested teaching and learning strategies	Suggested assessment
End of year adjustments	The learner should be able to: a) Give meaning of adjustments. b) Give reasons for making adjustments c) List down the different adjustments	<ul style="list-style-type: none"> • Meaning of adjustments • Reasons why adjustments are made • Different types of end of year adjustments. 	<ul style="list-style-type: none"> • Guided discussion leading to discovery on the meaning of end of year adjustments. 	Learners should be given an exercise where they have to list the different end of year adjustments

Sub-topics	Special objectives	Content	Suggested teaching and learning strategies	Suggested assessment
Depreciation	<p>The learner should be able to;</p> <p>a) Define Depreciation and give causes of depreciation</p> <p>b) Calculate Depreciation using different methods and record in books of accounts</p>	<ul style="list-style-type: none"> • Meaning of Depreciation • And causes of Depreciation • Methods of calculating depreciation and treatment of depreciation in the books of accounts 	<ul style="list-style-type: none"> • Brainstorm about the meaning, causes and factors considered in determining Depreciation -The Teacher guides and demonstrates how to calculate Depreciation 	Learners should be given questions to calculate depreciation

Sub-topics	Special objectives	Content	Suggested teaching and learning strategies	Suggested assessment
Accruals and prepayments	The learner should be able to; <ol style="list-style-type: none"> a) State the meaning of Accruals b) Make the unnecessary adjustments for Accruals and prepayments c) Adjust the final accounts and balance 	<ul style="list-style-type: none"> • Meaning of Accruals and prepayments • Accrued expenses and incomes • Prepaid expenses and incomes • Treatment of Accruals and prepayment in books of accounts • 	<ul style="list-style-type: none"> • The teacher guides the learners to discover accruals and prepayments • Demonstration about the treatment of Accruals and prepayments 	Learners should be given a trial balance with additional information on adjustments and instructed to prepare final accounts

Sub-topics	Special objectives	Content	Suggested teaching and learning strategies	Suggested assessment
Provisions for depreciation and bad and doubtful debts	<p>The learner should be to:</p> <ul style="list-style-type: none"> • State the meaning of provisions • Provide for depreciation and, bad and doubtful debts • Treat provisions for depreciation and, bad debts in books of accounts 	<ul style="list-style-type: none"> • Meaning of provisions • Bad debts • Provision for bad debts • Treatment of provision for bad debts • Treatment of depreciation 	<ul style="list-style-type: none"> • The teacher guides learners to discover the meaning of provisions. • The teacher demonstrates the treatment of provisions in books of accounts. 	Learners should be given a transactions about provisions and instructed to calculate and prepare respective accounts

Computer Studies

SENIOR THREE

Introduction

The abridged version of the syllabus covers critical content that was not covered in S.2 and also critical content of S.3 2022. There has also been sieving, re-arrangement and merging of related content. Hence, remaining with 36 periods per term.

Time Allocation

The subject has still been allocated the same number of periods per week as per the normal school teaching timetable. A duration of 40 mins has been allocated to each period basing on the relative weight of content given in each topic, and the available time per term.

Teaching time has been allocated evenly through the terms.

Teaching Sequence

The teaching sequence should be allowed to follow in the order the topics have been arranged in this adjusted teaching syllabus as tabulated below.

Critical changes in the abridged syllabus

	TOPIC	CRITICAL CHANGE	JUSTIFICATION
1	Word Processing	<ul style="list-style-type: none"> Introduced topic word processing to S3 Subtopic - Introduction to Word Processing removed Content of Word-processing was compressed Number of 	<ul style="list-style-type: none"> Was not handled in S2. Competences (knowledge and skills) of the sub-unit can be acquired as learner practically engage with the application. Content was compressed because some content can be handled in other topics. Periods reduced to 20 because it was left with one

	TOPIC	CRITICAL CHANGE	JUSTIFICATION
		periods reduced from 36 to 20	critical subtopic and content required at this level
2	Computer presentations	<ul style="list-style-type: none"> Introduced topic computer presentation to S3 Subtopic - Introduction to Presentation Software removed Number of periods reduced from 36 to 16 	<ul style="list-style-type: none"> Was not handled in S2. Competences (knowledge and skills) of the sub-unit can be acquired as learner practically engage with the application. Periods reduced to 16 because it was left with one subtopic and content required at this level can fit in 16 periods
3	System start-up and configuration	<ul style="list-style-type: none"> Nothing changed 	<ul style="list-style-type: none"> There was no need
4	Computer communications and Networks	<ul style="list-style-type: none"> Nothing changed 	<ul style="list-style-type: none"> There was no need
5	Spreadsheet	<ul style="list-style-type: none"> Introduction to Spreadsheets as a subtopic removed Number of periods reduced from 36 to 20 Content on invoice / Receipt has been merged in themes for practicing spreadsheet. 	<ul style="list-style-type: none"> Competences (knowledge and skills) of the sub-unit can be acquired as learner practically engage with the application. Introduction to Spreadsheets as a sub topic was removed and some content was merged. The skills required to be demonstrated on invoice/receipt are almost the same as skills needed in

	TOPIC	CRITICAL CHANGE	JUSTIFICATION
			themes for practicing spreadsheet.
6	Web designing	<ul style="list-style-type: none"> • Number of periods reduced from 36 to 16 • School Website content has been removed • Merged content of personal webpage with content of themes/areas of application of website. 	<ul style="list-style-type: none"> • Some content has been removed and other content reduced instead of looking at all themes/areas of application in the syllabus, a teacher can choose only two. • School website content has already been acquired in creating personal webpages. • The skills required in the two areas are the same

TERM	TOPIC	SUBTOPIC	NUMBER OF PERIODS
TERM 1	WORD-PROCESSING	<ul style="list-style-type: none"> Word Processing 	20
	COMPUTER PRESENTATION	<ul style="list-style-type: none"> Presentations 16 periods	16
TERM 2	SYSTEM START-UP AND CONFIGURATION	<ul style="list-style-type: none"> Computer Booting 	02
		<ul style="list-style-type: none"> System Configuration 	07
		<ul style="list-style-type: none"> System Installation 	06
		<ul style="list-style-type: none"> Computer Troubleshooting 	06
	COMPUTER COMMUNICATION AND NETWORKS	<ul style="list-style-type: none"> Introduction to Computer Communication 	03
		<ul style="list-style-type: none"> Networks 	12
TERM 3	SPREADSHEETS	<ul style="list-style-type: none"> Spreadsheets 	20
	WEB DESIGNING	<ul style="list-style-type: none"> Introduction to Web Design Web Design 	04 12

TERM ONE

Topic: Word Processing

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT
Word-processing	<p>To be able to:</p> <p>a) Use the standard features and commands of a word processor</p> <p>b) Format a document using the format commands and features</p> <p>c) Layout a document to the appropriate size and margins</p> <p>d) Integrate external content into an active document appropriately</p> <p>e) Save and print using several options</p>	<p>Integrated Document in respect to formal documents e.g. letter, time table, news article.</p> <ul style="list-style-type: none"> • Key in text • Edit text • Page format • Text format • Header & footers • Bullets and numbering • Opening existing documents • Importing text • Importing images • Importing tables • Layout (Page & Text) • Saving Options • Footnotes & Endnotes • Page numbering • Printing

Topic: Computer Presentations

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT
Presentations	<p>To be able to:</p> <p>a) Use the standard features and commands of a presentation software</p> <p>b) Format a presentation using the format commands and features</p> <p>c) Layout a presentation to the appropriate size and margins</p> <p>d) Animate and add effects to the presentation content</p> <p>e) Make presentations using slide shows</p> <p>f) Make print-outs of the presentations</p>	<p>Professional presentation in the following areas of education, health, environment, business etc.</p> <ul style="list-style-type: none"> • Creating slides • Textbox • Format text • Editing text • Background options • Content layout • Basic effects • Transitions • Saving options • Printing options • Animation effects • Advanced effects Slide & content animations • Slide shows • Export options

TERM TWO

Topic: System start-up and configuration

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT
Computer Booting	<p>To be able to:</p> <p>a) Define booting</p> <p>b) Describe the types of booting</p> <p>c) Explain when booting can be done</p> <p>d) Describe the process of booting</p>	<ul style="list-style-type: none"> • Define booting • Types of booting • Application of booting • Step-by-step process of booting
System Configuration	<p>To be able to:</p> <p>a) Determine and interpret specifications of a computer</p> <p>b) Describe the parts of a computer</p> <p>b) Connect and setup hardware components</p> <p>c) Explain and perform disk formatting</p>	<ul style="list-style-type: none"> • System specifications • Computer parts • Connection and setup of hardware components • Formatting disks
System Installation	<p>To be able to install and uninstall computer software</p>	<ul style="list-style-type: none"> • Installing Operating Systems. • Installing application and utility software • Uninstalling software • Installing device drivers
Computer Trouble-shooting	<p>To be able to:</p> <p>a) Identify and explain software and hardware</p>	<ul style="list-style-type: none"> • Computer alerts and error messages • Computer lights

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT
	problems b) Provide solutions to the problems	<ul style="list-style-type: none"> • System freeze & bugs • System performance
Introduction to Computer Communication	To be able to: a) Define terms used in computer communication b) Explain the importance and limitations of computer communication	<ul style="list-style-type: none"> • Definition of terminologies • Importance of computer communication • Limitations of computer communication
Networks	To be able to: a) Explain the different types of networks b) Explain the different forms of data transmission c) Setup & configure a Small Office/Home (SOHO) network	Types of Networks: <ul style="list-style-type: none"> • Definitions • Features • Advantages & disadvantages Forms of Data Transmission <ul style="list-style-type: none"> • Definitions • Advantages & disadvantages Network setup & configuration <ul style="list-style-type: none"> • Setup and configure a SOHO network

TERM THREE

Topic: Spreadsheets

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT
Spreadsheets	<p>To be able to:</p> <p>a) Use the standard features and commands of a spreadsheet software</p> <p>b) Format spreadsheet content using the format commands and features</p> <p>c) Layout a spreadsheet to the appropriate size and margins</p> <p>d) Use and manipulate formula and functions in spreadsheet software</p> <p>e) Use the save and print options of the spreadsheet software</p>	<p>Themes for practicing spreadsheets:</p> <p>i) Payroll</p> <p>ii) Inventory</p> <p>iii) Sales-sheets</p> <p>iv) Simple budgets</p> <p>focusing on the following features</p> <ul style="list-style-type: none"> • Data entry • Borders • Functions & formula • Charts & graphs • Formatting options • Printing options • Editing options • Import / Export • Saving option • Filtering / sorting • Layout / Design • Import / Export • Advanced use of formula • Printing options

Topic: Web design

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT
Introduction to Web Design	To be able to: a) Define terms used in web designing b) Describe and use features of a web authoring software c) Explain the features of a website d) Explain the importance and limitations of a website	<ul style="list-style-type: none"> • Definition of terminologies • Features of the web authoring software • Features of a website • Importance of a website • Limitations of a website
Web Design	To be able to: a) Demonstrate skills in designing a website b) Package a designed website ready for uploading	Design a web page for any two of the following areas of application <ul style="list-style-type: none"> • Business • Health • Broadcasting • Advertising • Governance Put focus on the steps below <ul style="list-style-type: none"> • Planning • Compilation of media elements • Creation of a web page • Designing a layout • Generating & activating links • Saving & Printing options



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Fine Art

SENIOR THREE

INTRODUCTION:

Art and design programme of study has been re-organised to take care of essential aspects required of the learner at this level to conceptualise art ideas in the making of art forms. Some concepts have been moved ahead to other terms/classes to take care of coherent flow of knowledge acquisition as by the new arrangement. The matrix below gives the details of how the topics have been organized in Senior Three.

Table 3: Re-organised Art topics

CRITICAL CHANGE	JUSTIFICATION
<p>UNIT 2: GRAPHIC DESIGN - Sub Unit: Graphic language: Identification Symbols (Poster and logo making)</p> <p>Aspects of poster design from senior two were added to the creation of identification symbols in s.3.</p>	<p>Ideation of poster designs is relevant in the achievement of simplicity during the creation of identification symbols</p>
<p>UNIT 3: FABRIC DECORATIONS AND PRINTMAKING - Sub Unit 3.3: Batik and Printmaking</p> <p>Some aspects of Printmaking were merged with Batik as textile decoration techniques.</p>	<p>Printmaking and Batik are both textile decoration techniques. Learners would apply the basic methods and techniques for each.</p>
<p>UNIT 4: DECORATIVE ARTS</p> <p>Decorative leather articles was dropped and instead more methods and techniques for decorating mosaic and collage were adopted</p>	<p>Creation of leather articles require specialized materials which are not available in schools.</p>

CRITICAL CHANGE	JUSTIFICATION
from s.2.	
UNIT 5: SCULPTURE Sub Unit 5.3 Sculpture and Pottery Contemporary forming methods and decoration techniques in pottery were adopted from s.2 in addition to sculpture building techniques.	Forming methods of pottery, which were not studied in s.2 are relevant for learners to understand clay manipulation
Sub Unit: Human figure drawing and painting. Aspects of posture, tone and colour from s.2 were added to the study of the study of proportions and body structure in S.3.	Learners need to understand the full human figure
Sub Unit: DRAWING IN PERSPECTIVES This topic was added to s.3 since it was not covered in s.2.	Studies of perspective are relevant in the formulations of compositions in drawing and painting.
Sub unit: Loom preparation and warp making was dropped.	The topic requires specific materials which are not common in schools.
Sub unit: West and central African art was enriched and maintained but with reduced periods.	Learners should be exposed to the African elements of art reflected in different art forms

TERM 1

UNIT 1: DRAWING AND PAINTING

6 PERIODS

Sub Unit: Experimenting with the Elements and principles of art

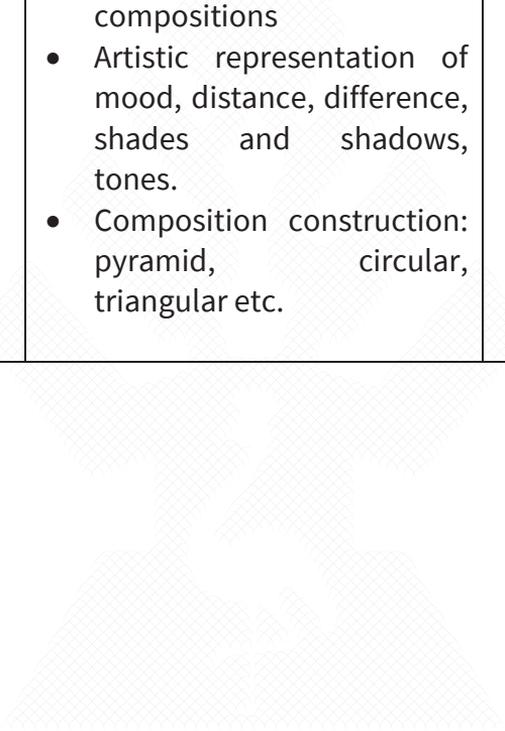
Sub unit Overview: This sub unit introduces the learner to the applications of key elements and principles of art when creating, modifying and presenting works of art.

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learner:</p> <ul style="list-style-type: none"> • Observes and identifies the use of elements and principles of art in a given art task. • Applies tonal values/ colour scheme to represent the language and theory of value and colour in a given composition setting • Arranges sketches to make meaningful compositions • Identifies the basic (primary) and secondary colours 	<p>Let learners observe the settings to make a representation of the same in a given space of paper:</p> <p>Still life Compositions:</p> <p>Developing the knowledge and skills through practical sessions of:</p> <ul style="list-style-type: none"> • Studying objects with a variety of shapes and colour. • Study of the effect of light on the objects and the surrounding environment and reasons for light and dark in art making. • The value scale and contrasts while developing techniques of shading. • Colour vocabulary and colour theory. 	<p>1. Art appreciation</p> <p>Make learners observe and identify the use of elements and principles of art in a given artists' works</p> <p>Assess nature of presentation and involvement of learner</p> <p>2. Still life and Nature Compositions:</p> <ul style="list-style-type: none"> • Assess the learners ability to arrange sketches to make meaningful compositions

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<ul style="list-style-type: none"> Experiments with primary colours to produce secondary colours Analyses and writes/brailles about paintings of master artists 	<p>Describing and analyzing artists' works where value and colour are important factors in their art making.</p> <p><u>Depicting the Natural environment</u></p> <ul style="list-style-type: none"> The study of specimens from nature e.g. plants, insects, birds, animals. Capturing a section of the scenery from the environment showing both natural and man-made environments Application of the principle of perspective: linear and tonal. <p><u>Drawing from a Living person</u></p> <ul style="list-style-type: none"> Study and articulation of the human body, pose and proportions using the elements of space, line and colour Representation of a human model in various poses e.g. standing, squatting, sited and reclining. Proportions of the body parts, studies of parts into details e.g. the head, the bust, the torso, hands and legs, the facial characters and different mood Composition and 	<ul style="list-style-type: none"> Examine how each learner applies tonal values/colour scheme in a given composition setting. <p>3. <u>Drawing from a Living person</u></p> <ul style="list-style-type: none"> Assess the learners' ability to articulate the human body, pose, proportions and the facial characters in different moods using the elements of space, line and colour/tonal Examine their composition and articulation of drapery <p>4. <u>Memory and Imagination</u></p> <ul style="list-style-type: none"> Assess learners' formulation of pictorial ideas through sketches and development

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
	<p>articulation of drapery /clothing on the body structure</p> <p>Analysing and writing/braille about works of master artists downloaded on the computer e.g. Van Gogh, Picasso, Kandinsky and their use of colour to express emotions</p> <p>Examining the works of master artists of the Renaissance and their use of “chiaroscuro” such as Da Vinci and Raphael</p> <p>Memory and Imagination</p> <ul style="list-style-type: none"> • Scheming for painting (e.g. theme or topic, materials needed, techniques to employ • The process involved in imagination and expression using visual imagery. • Idea development/dreams/fantasy or imaginations using colours • Fusing both memory and imagination to communicate an idea or feelings • Sketching ideas, and later transfer or re-develop them into better intentions. • Colour mixing, types and painting techniques • The difference between 	<p>of compositions</p> <ul style="list-style-type: none"> • Analyse learners’ use of colours basing on colour scheme and painting techniques • Assess learners’ ability to fuse both memory and imagination into a Composition that communicates an idea or feelings

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
	<p>colour facts and colour schemes</p> <ul style="list-style-type: none"> • Draftsmanship of Imagination, sketching ideas and Organisation of images to make artistic compositions • Artistic representation of mood, distance, difference, shades and shadows, tones. • Composition construction: pyramid, circular, triangular etc. 	



UNIT 2: GRAPHIC DESIGN

8 PERIODS

Sub Unit: Graphic language: Identification symbols (Poster and logo making)

Sub unit overview: This sub unit intends to develop the learners' understanding of the role of graphic design in the social concept.

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learner:</p> <ul style="list-style-type: none"> • Differentiates calligraphy, lettering and typography • Writes//brailes in calligraphic type using suitable tools and uses a computer to write/ braille • Applies the principles of design to designing with type • Uses ICT to research about graphic design, design works • Applies graphic skills through the creative process to produce and present works of graphic design 	<p>Designing with Type</p> <ul style="list-style-type: none"> ▪ Explain the three primary forms of using letter forms: ▪ Calligraphy-drawn by hand, it is a stroke of a drawing instrument ▪ Lettering-are custom designed and executed by conventional drawing or by digital means and ▪ Typography-letterforms produced mechanically, usually with a computer. This is by far the most common means of using letter forms for visual communication ▪ Guide learners to write/ braille letters in calligraphic type using nibs or pens on either white or coloured background. <p>Graphic Designing</p> <ul style="list-style-type: none"> ▪ Explore colour usage in graphic design application, such as logos, labels, posters and packages. You may use a 	<p>Designing with Type</p> <p>Observe learners; participation when explaining the terms</p> <p>Assess how learners make calligraphy tools and use them for creative letter-writing/brailing</p> <p>Assess the process of mechanical letter construction</p> <p>Analyze the use of colour in graphic designing in terms of appropriateness for the subject matter, communication of messages.</p> <p>Assess learners</p>

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<ul style="list-style-type: none"> • Creates and develops images and symbols for a logo, labels and packages • Appreciates the ethical and legal practices with artworks 	<p>computer to finish your design.</p> <ul style="list-style-type: none"> ▪ Examining the concepts, process, practices and techniques associated with the graphic design ▪ Explore the making of visual symbols. e.g., trademark, emblem, badges, coat of arms ▪ Produce the layouts, colour use in poster by Designing an eye-catching poster for an event entitled “The Annual School Art Exhibition” ▪ Explaining the process through which intellectual properties are copyrighted <p>Ethical and legal practices with artworks</p> <ul style="list-style-type: none"> ▪ Explaining the key aspects in the professional codes for visual arts production which include truth in labeling, honesty, integrity, civility, obeying laws and regulations, disclosure of conflict of interest, etc. 	<p>ability to creatively develop concept, follow it through the design process, use the techniques and colours, finish the composition and presents the design as poster, label, package</p>

UNIT 3: FABRIC DECORATIONS AND PRINTMAKING

6 PERIODS

Sub Unit: Batik and Printmaking

Sub unit overview: This sub unit intends to develop the learner’s understanding, knowledge and skills in batik making and printmaking techniques.

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learner:</p> <ul style="list-style-type: none"> a) Demonstrates an understanding of the materials and tools concept, process and technique of printmaking, fabric decoration (k, u, s) b) Creates images /patterns for print making and fabric decoration using locally available materials for a given purpose. • Integrates traditional and 	<ul style="list-style-type: none"> ▪ learners research and discuss about the concept of Fabric decoration printmaking, its historical perspective and purpose. ▪ Write/ braille short essays analyzing the batik works found in Uganda and those from internet , in terms of choice of themes, use of materials and success /weaknesses. ▪ Learners individually explore the idea of printing on fabrics using found objects (such as leaves, bottle tops, tree barks, potatoes, yams and other textured surface) ▪ In pairs or individually, learners develop sketches of simple images and print them on a surface using available materials, and any other solid object. ▪ Learners make required settings of a work place and 	<ul style="list-style-type: none"> ▪ Observe individual’s contribution to the group discussion. ▪ Assess the learners’ ability to create images and patterns to print them on a given fabric ▪ Assess the quality products – composition, ink registration, consistency in printing ▪ Examine the capacity to integrate traditional and contemporary approaches to batik making

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>contemporary approaches to batik making and printmaking in Uganda.</p>	<p>preparations of the locally made paste e.g. cassava flour paste, boiled maize flour, starch, etc.</p> <p>Batik making process:</p> <ul style="list-style-type: none"> ▪ Take a prewashed khaki fabric. Draw on it the composition of your choice. Using a brush and permanent dyes, paint in the areas enclosed by the wax lines. ▪ When dry, remove the wax by washing it off in cold water, then in hot water, and finally iron it between newspapers. 	



UNIT 4: DECORATIVE ARTS

6 PERIODS

Sub Unit: Mosaic and collage

Sub unit overview: This sub unit intends to develop the learner’s understanding of the role of mosaic and collage art forms as forms of design.

COMPETENCES	LEARNING ACTIVITIES	SAMPLEASSESSMENT ACTIVITY
<p>The learner:</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the vocabulary and concepts relating to collage and Mosaic • Selects, sorts and prepares appropriate materials from his/her environment • Uses basic skills, techniques and styles for collage and mosaic making, using materials such as wood, glass, tiles etc. • Develops concepts and ideas into 	<p>Let learners:</p> <ul style="list-style-type: none"> ▪ Research for Information on the history of both crafts using internet or books and making personal records in Roman and Byzantine era and compare it to modern and today’s mosaic works with examples. ▪ Describe the characteristics and functions of collage and Mosaic ▪ Make a Guided Discovery with a variety of materials and tools used in collage and Mosaic including paper, glue, and fibers in various shapes, colour and texture. Be cautious of safety of persons and the environment, adhesives used, tools and safe handling while working ▪ Differently design collage and Mosaic through the design Process. You 	<ul style="list-style-type: none"> ▪ Observe the learners’ participation in the presentation of researched work about collage and Mosaic ▪ Examine the learners’ discovery of the materials and tools ▪ Assess the learners’ ability to follow the processes in creating the given work. ▪ Assess the learners’ acquired technical skill in their final presented work

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>original collage and mosaic works through design process</p> <ul style="list-style-type: none"> Investigates and examines the mosaic tradition in the history of visual arts 	<p>should emphasize creative use of elements and principles of art.</p> <p>Follow the sample process below:</p> <p>Step1: Tear out coloured papers from an old magazine. Sort out the individual colours and put them into clear plastic bag.</p> <p>Step 2: Draw a landscape in a linear technique</p> <p>Step3: Cut the coloured papers into 1cm squares pieces.</p> <p>Step 4: Creatively, paste them onto your drawing of the landscape, remembering to use the principles of perspective, that the colours get lighter as they recede into the background.</p> <p>OR</p> <p>Using strips and scraps of fabric, create a collage entitled “Tourism”</p>	

UNIT 5: SCULPTURE

6 PERIODS

Sub Unit: Sculpture development

Sub unit overview: This sub unit intends to develop the learner’s understanding of the role of sculpture in design.

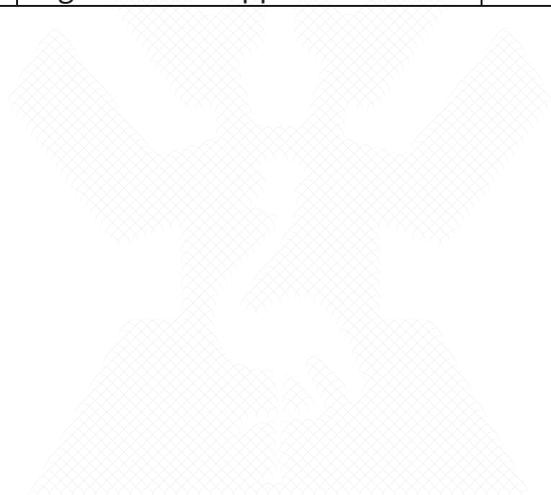
COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learner:</p> <ul style="list-style-type: none"> • Explores traditional and contemporary techniques to forming a sculpture • Describes the additive and subtractive methods of making sculpture. 	<ul style="list-style-type: none"> ▪ In pairs or small groups, learners research about traditional and contemporary sculpture and pottery and present for a class discussion. ▪ In groups, learners discuss the different forming techniques for sculpture (additive, subtractive, assemblage, and substitution) ▪ Learners individually prepare clay for sculpture ▪ Develop sketches and develop simple sculptures from material environment. ▪ From Sketching to a 3-D marquette /dummies of intended final work ▪ Finishing touches required e.g. smoothing or texture decorating where applicable etc., 	<ul style="list-style-type: none"> • Observe the responses of learners during group discussions for evidence of ability to research and analyse sculpture. • Examine learners' understanding of different forming techniques for sculpture

UNIT 6: POTTERY
6 PERIODS
Sub Unit: Pottery development

Sub unit overview: This sub unit intends to develop the learners' understanding, knowledge and skill in developing pottery artworks.

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
<p>The learner:</p> <ul style="list-style-type: none"> • Explores traditional and contemporary techniques to forming pottery • Makes pottery using pinch, slab and coil methods, appropriate materials and tools 	<ul style="list-style-type: none"> ▪ In pairs or small groups, learners research about traditional and contemporary pottery and present for a class discussion. ▪ Learners individually prepare clay for pottery ▪ Learners create their own artworks to suit a specific purpose using pinch, slab and coil methods. <p>Sample activity : Coil method</p> <ul style="list-style-type: none"> ▪ Observe the article that can be made using the coil method e.g. pots. Plates, bowls etc. ▪ Prepare clay by sorting foreign bodies, kneading, wedging , adding glog covering with polyethene material ▪ Mix clay with water until it does not stick on your hands' ▪ Begin molding with base ▪ Place it on square card board ▪ Cut lamps of clay, roll into 	<ul style="list-style-type: none"> • Observe the responses of learners during group discussions for evidence of ability to research and analyse pottery. • Examine learners' understanding of different forming techniques for sculpture • Assess each learner's technical skills, displayed in finished product.

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
	<p>coils in thickness of a pencil</p> <ul style="list-style-type: none"> ▪ Press them into a required thickness ▪ When base is fixed, pin fix coils with slip ▪ When form is completed do not lift off the base ▪ Keep the article under the shade to dry evenly while still on card board ▪ When dry, you may fire and glaze where applicable 	



ABRIDGED CURRICULUM SENIOR 3

UNIT 7: ART THROUGH TIME
6 PERIODS
Sub Unit: The Renaissance

Sub unit overview: This sub unit intends to develop the learner's understanding of Renaissance Art.

COMPETENCES	LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITY
The learner: <ul style="list-style-type: none"> • Describes the factors that led to the development of Renaissance art. • Identifies the key artists of the high Renaissance and their art works 	<ul style="list-style-type: none"> • The meaning of renaissance • Key features of renaissance art in the field of: Painting, sculpture and architecture e.g. Perspective, Naturalism, accuracy and precision • Major works from 14th century to 1520 • Major artists of the era e.g. Giotto di Bondone, Raphael, Brunelleschi, Massacio, Jan van Eyck, Leonardo da Vinci, Paul Rubens and Michelangelo. 	<ul style="list-style-type: none"> • Assess the learners' skills to research about the High Renaissance art period • Examine the learners' ability to describe the characteristics of art works by the different artists of the high renaissance.

TERM 2

UNIT 1: THE HUMAN FIGURE

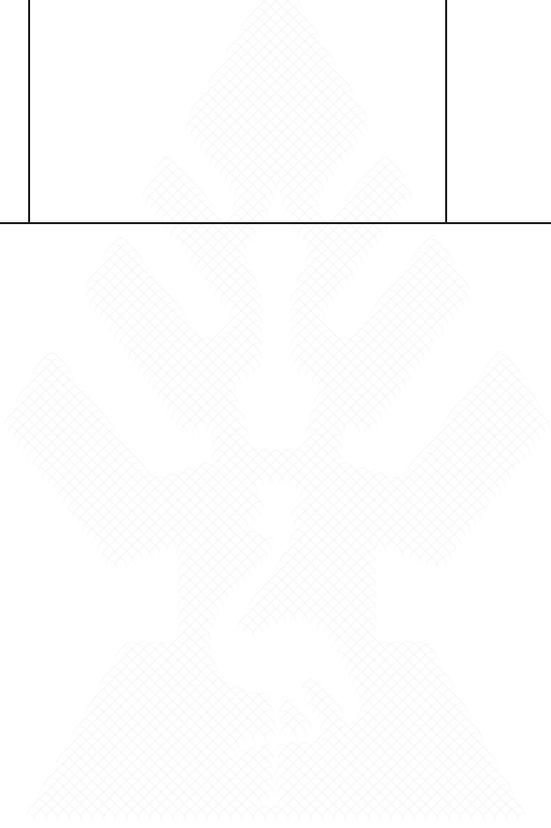
6 PERIODS

Sub Unit: Human figure drawing and painting

Sub unit overview: This sub unit intends to develop the learner's understanding of the art of drawing and painting the human figure.

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner,</p> <ul style="list-style-type: none"> • Develops an understanding of what the human figure is composed of and draws the component parts • Captures different poses of the human figure • Applies the colour scheme/ tone in human figure painting 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> ▪ Explore of the features of the human figure, i.e. the body structure. ▪ Study the proportions of the human figure ▪ Using line drawings to capture the different poses of the human figure ▪ Using media e.g. paint, capture and paint the different poses of the human figure <p>Sample Activity:</p> <ul style="list-style-type: none"> • Draw a model in a standing posture • Study the proportions of a male or female model • Using feint lines of balance and movement, capture pose • Using the skill in drawing the structure of the body 	<ul style="list-style-type: none"> • Assess the learner ability to relate and draw human body parts • Examine how the learners capture the key principle of depth, movement , balance and composition • Assess their skill to draw and paint human figure in variety of poses

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
	component parts, develop a drawing/painting in different media	



UNIT 2: INTRODUCTION TO GRAPHIC DESIGN LAYOUT
6 PERIODS

Sub Unit: Graphic Design Layout

Sub unit overview: This sub unit intends to develop the learner’s understanding, knowledge and skill in graphic design.

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner,</p> <ul style="list-style-type: none"> • Demonstrates an understanding of layout: elements and principles , and the different formats • Creates a design concept in different formats of layouts 	<p>Learners are guided to :</p> <ul style="list-style-type: none"> • Carry out research and develop an understanding of layout. • Explore the lay out elements and principles e.g. balance, proportions and contrast • Discuss the qualities of a good layout • Experiment with different formats of layouts; posters, package designs, book covers and jackets 	<ul style="list-style-type: none"> • Evaluate the learners understanding of the concepts • Assess learners’ ability to design a layout format /composition based on a specific topic • Assess learners’ design process for the creative use of elements and principles

UNIT 3: MAKING COMPOSITIONS IN COLLAGE AND MOSAIC 6 PERIODS
Sub Unit: Collage and Mosaic

Sub unit overview: This sub unit intends to develop the learner's understanding, and skill in use of the available resources to make collage design

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
The learner, <ul style="list-style-type: none"> • Demonstrates an understanding of the guidelines followed while making composition in collage and mosaic • Creates different types of collage and mosaic composition 	Learners gain ability in : <ul style="list-style-type: none"> • Discussion of the guidelines followed in collage and mosaic making • Appreciating collage works made by others • Experimenting with different materials to create collage and mosaic work • Making a composition in collage and mosaic using locally available materials. 	Assess learners' ability to create a composition in collage and mosaic using elements and the principles of art and design.

UNIT 4: SCREEN PRINTING

12 periods

Sub Unit: Methods in screen printing

Sub unit overview: This sub unit intends to develop the learners' understanding, knowledge and skill in screen using screen methods to register designs

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner,</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the materials and tools used in screen printing • Experiments with different methods and techniques of screen printing • Creates screen printing on different materials 	<ul style="list-style-type: none"> • Discussion of the trends of screen printing • Exploration and experimentation with the different materials and tools for screen printing • Experimentation with different steps of pattern registration techniques for screen printing, e.g. continuous or straight, full drop and half drop 	<ul style="list-style-type: none"> • Using dimensions 30cm by 40cm, develop and print a pattern on paper • Observe and assess ability of learners to develop and print the pattern on paper

UNIT 5: CARVING IN SCULPTURE 8 PERIODS
Sub Unit: Methods of carving in sculpture
8 periods

Sub unit overview: This sub unit intends to develop the learners' understanding, knowledge and skill in sculptural carving

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner,</p> <ul style="list-style-type: none"> • Identifies the materials and tools used in sculptural carving • Demonstrates ability to carve in different techniques • Carves artistic ideas using soft materials and hard materials 	<ul style="list-style-type: none"> • Discussion of the different materials and tools for wood carving • Carving Soft materials such as soap, bone, wax, fruits, guards and soft wood • Appreciation of the different sculptures carved in soft materials <p>Sample activity: Make a sculpture using a carving technique and material of your choice</p> <ol style="list-style-type: none"> 1. Collect and select desired material available 2. Start shaping materials using appropriate tool into the article you would like to carve 3. Smoothen surface 4. Polish the article 	<p>Assess learners ability to form a sculpture through carving</p>

UNIT 6: MAKING WOVEN ARTICLES USING DIFFERENT TECHNIQUES

6 PERIODS

Sub Unit: Making woven articles

6 periods

Sub unit overview: This sub unit intends to develop the learner's understanding, knowledge and skill in weaving.

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner,</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the weaving: material, different concepts and techniques • Weaves an article using yarn from the local environment using a selected type of loom 	<ul style="list-style-type: none"> ▪ Discussion of the historical trends and terminologies used in weaving ▪ Analyzing woven articles in terms of techniques, material, colour use and workmanship ▪ Experimenting with different techniques to form articles ▪ Using the different techniques to form different weaves 	<p>Make paper weave article using a chosen technic from your area to get concept of weaving</p>

UNIT 7: ART IN EAST AFRICA

Sub Unit: History of art in East Africa
4 periods

Sub unit overview: This sub unit intends to develop the learners' understanding of the History of Art in East Africa

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
The learner, <ul style="list-style-type: none"> • Explores the characteristics of tribal art in East Africa • Conducts researches on different artifacts within East Africa 	<ul style="list-style-type: none"> • Discussion of the characteristics of tribal art in East Africa • Exploring the different sites and artifacts in East Africa e.g. Nyero Rock painting 	<ul style="list-style-type: none"> • Writing about the different artifacts found in East Africa

TERM 3

Unit 1: DRAWING

6 PERIODS

Sub Unit: Drawing in Perspectives

Sub unit overview: This sub unit intends to develop the learner's understanding of the role of perspective in drawing.

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner:</p> <ul style="list-style-type: none"> • Explores the application of perspective in drawing and painting. • Experiments with materials and processes, tools and techniques to create the illusion of depth in an art work. • Applies the concept of linear and aerial perspective when creating artworks 	<ul style="list-style-type: none"> • As a class, learners discuss the concept of perspective, in regard to: definition, types and purpose. • Individually, learners practice the concept of linear perspective by focusing on one-point and two-point perspectives. Working on an imaginary line of the eye level and the vanishing points. • Draw or paint pictures depicting architecture and the natural setting where lines diminish to a vanishing point on the horizon. • Create a simple landscape that shows aerial perspective and use of values of black 	<ul style="list-style-type: none"> • Observe class discussions to ensure members participation and collaboration and discipline. • Assess each learner's work regarding the application of the principle of perspective.

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
	<p>and white to create a tonal effect.</p> <ul style="list-style-type: none"> • Make a painting depicting a natural scenery and occurrence of aerial or atmospheric perspective, which makes colours look pale as they merge into the distance. 	

UNIT 2: DRAWING

8 PERIODS

Sub Unit: An introduction towards computer aided designing

Sub unit overview: This sub unit intends to develop learner’s knowledge and skills of using computers to efficiently and effectively produce designs.

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner,</p> <ul style="list-style-type: none"> • Demonstrates an understanding of Microsoft publisher as a designing application • Designs artistic ideas using Microsoft publisher 	<ul style="list-style-type: none"> • As a class, learners are guided to explore computer and the application (Microsoft publisher) as a designing software. • Individually, learners are introduced and allowed to practice with the computer and explore fundamentals of computer application (Microsoft publisher) • Learners Practice with the basics of lay out using Microsoft publisher to design a variety of artistic ideas 	<ul style="list-style-type: none"> • Assess ability of learner to operate the computer and use the application (Microsoft publisher) • Assess the capacity of learner to Design a simple poster using Microsoft publisher

UNIT 3: PRINT MAKING
8 PERIODS
Sub Unit: Methods and techniques in print making

This sub unit intends to equip learners with variety of techniques of making printed artworks

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner,</p> <ul style="list-style-type: none"> Explains the concept, process and technique of printmaking Creates images /patterns for Print Making and Fabric decoration. Uses materials and tools required to make a print 	<ul style="list-style-type: none"> As a class, learners research and discuss about the concept of Fabric decoration printmaking, its historical perspective and purpose in the community. Learners individually explore the idea of printing on fabrics using found objects (such as leaves, bottle tops, tree barks, and other textured surface) In pairs or individually, learners develop sketches of simple images and print them on a surface using available materials such as potatoes, yams, and any other solid object. Apply the theory and skill from other chapters to complement the activity of Fabric decoration and printmaking 	<ul style="list-style-type: none"> Observe individual's contribution to the group discussion. Observe the learners making and practicing of the printing techniques. Assess the quality products – composition, ink registration, consistency in the

UNIT 4: SCULPTURE

Sub Unit: Making free standing sculpture

6 Periods

Sub-unit overview: This sub unit intends to introduce learners to knowledge and skills of making free standing artworks from different materials

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner:</p> <ul style="list-style-type: none"> • Explores traditional and contemporary approaches to sculpture • Analyzes sculpture in regard to forming techniques and nature of materials used • Creates sculpture in composition 	<ul style="list-style-type: none"> • In pairs or small groups, learners research about traditional and contemporary group/compositional sculpture in preparation for a class discussion. • As a class, learners discuss and analyse the works of sculptors in this category: East African (eg, George Kyeyune, Naita, Serulyo) and non-African (Michelangelo, Rodin, Brancusi, Giacometti, Louise Bourgeois) • Learners individually prepare clay for sculpture • Develop sketches and develop simple sculptures from material environment. • Create armature, develop forms and render finish 	<ul style="list-style-type: none"> • Observe the responses of learners during group discussions for evidence of ability to analyse group/compositional sculpture art. • Observe the learners' presentations and examine the quality of research produced, their understanding of the subject and their use of appropriate technical language. • Assess each learner's technical skills, creative working process and expression of ideas during sessions and by examining the finished product.

UNIT 5: WEAVING AND BASKETRY 6 PERIODS
Sub Unit: Basketry Project

Sub unit overview: This sub unit intends to develop the learner's understanding of the role of weaving and basketry as processes of making utilitarian crafts

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The learner:</p> <ul style="list-style-type: none"> • Uses the available materials selectively to make basketry as a decorative and utilitarian African artwork • Applies skill of integrating colour, pattern, craftsmanship to make baskets which serve beauty and function 	<ul style="list-style-type: none"> • In groups, learners make use of the previous knowledge about basketry and make other creative and functional baskets • In pairs, they collect and prepare materials to suit the work (e.g. synthetic and natural materials). • Individually, learners design and make a small decorative yet functional basket based on traditional African cultural elements. • Individually explore how baskets such as these are sold commercially, and explore related marketing techniques in order to assure sales. 	<ul style="list-style-type: none"> • Examine learners understanding and • ability to selectively use locally available materials • • Assess the quality of product in reference to the use of shape, pattern and function as studied from various Ugandan cultural baskets.

UNIT 6 HISTORY AND APPRECIATION OF ART

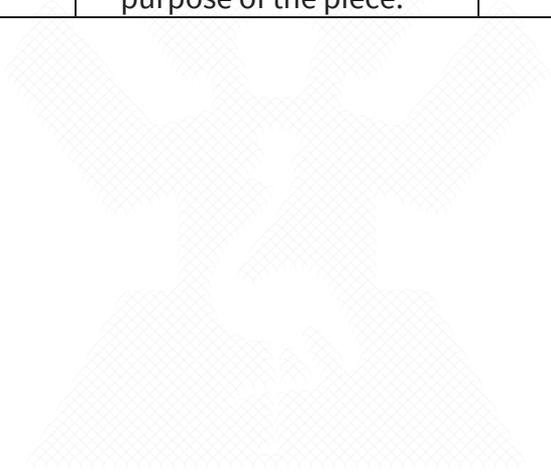
6 PERIODS

Sub Unit: West and Central African art

Sub unit overview: This sub unit intends to develop the learners' understanding of the role of historical knowledge about the trends of art making and developments

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
<p>The Learner;</p> <ul style="list-style-type: none"> Examines elements and principles of design used in West and Central African art. Interprets a variety of historical and/or contemporary art works of West and Central Africa Analyses ways in which various artworks reflect the society in which they were created 	<ul style="list-style-type: none"> In pairs or small groups, learners research and identify elements and principles of design used to make artworks in West and Central African art (e.g. identify the nature of the art, the subject matter and purpose and the meanings they convey). As a class, learners analyse a range of historical and contemporary artworks from West and Central Africa. Discuss the similarities and differences, and cultural/tribal influences on the art. As a class, learners compare and contrast West and Central African art with art studied in previous units to gain an 	<ul style="list-style-type: none"> Observe individual learner's participation in group activities: how he/she interacts and relates effectively with others and demonstrates an understanding of teamwork and collaboration. Observe students during their research, examine their notes and check for accuracy and vivid examples given.

COMPETENCES	LEARNING ACTIVITIES	SUGGESTED ASSESSMENT ACTIVITIES
	<p>understanding of how artworks reflect the society in which they were created.</p> <ul style="list-style-type: none"> • Individually, learners make a write up analyzing the art of sculpture and pottery in either west or central Africa. The information given should include the style, material, tools and purpose of the piece. 	



Music

SENIOR THREE

Introduction

The Senior Three abridged Music syllabus is not a new syllabus but a compressed one from the current. It is written to provide an opportunity for senior four learners to catch up and transition back into the learning process. It is also intended to speed up the curriculum, and allow learners to complete their previous academic year in a shortened timeframe. This requires interactive pedagogical strategies, increased and more effective time on task. Teachers are encouraged to organise more performance related lessons that allow learners to discover ideas, explain concepts, analyse information and apply knowledge. The matrix below shows the areas that have been removed and merged and reasons why.

	CRITICAL CHANGE	JUSTIFICATION
	Topic 1.2 senior 2 term 2 (singing and changes in tempo) carried forward to topic 1.1 senior 3 term one	Appropriate content to begin with in senior three
	Topic 1.1 senior 3 term one (vocal warm up) has been removed.	Warm ups can be done individually at any time outside the class time
	Topic 1.3 senior 2 term 3 (singing and writing rounds) brought to senior 3 term one topic 1.3	Needed as basic elements in music for the learners
	Topic 1.3 senior 3 term one (minor scales) has been left out	High pitched for the level at this time.
	Topic 1.8 senior 2 term 2 (melody writing) has been merged with topic 1.11 senior	Similar content in senior 3

	CRITICAL CHANGE	JUSTIFICATION
	3 term 2 Melody writing	
	Topic 1.5 senior 2 term 3 (melody writing) has been merged with topic 1.11 senior 3 term 2 (Melody writing)	Similar content in senior 3
	Topic 2.1 senior 2 term 2 (classification of African instruments) merged with topic 1.6 senior 3 term 2 (song study/ analysis & orchestration)	Similar category of information hence can be studied together.
	Topic 2.1 senior 2 term 3 (Listening to recorded pieces) brought to topic 2.2 senior 3 term 1	Required content as it is hence taken as it is
	Topic 5 senior 3 term one (Jazz music) has been removed.	Too much content, knowledge based about world music.

TERM I

TOPIC 1: MUSIC READING AND WRITING.

DURATION: 10 PERIODS.

General objective: Learners should be able to listen, internalize and recall sounds with increasing aural memory.

Subtopic 1.1: Singing and changes in tempo

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>1.The learner should be able to:</p> <p>Sing songs while applying the following:</p> <ol style="list-style-type: none"> 1 A tempo 2 Accelerando 3 Allargando 4 Fermata 5 Rallentando 6 Ritardando <p>2. Give their English equivalents.</p>	<ol style="list-style-type: none"> 1.A tempo – Resume original speed. 2.Accelerando – Growing faster 3.Allargando – Growing slower. 4.Fermata – Pause or hold to the note. 5.Rallentando – Growing slower 6.Ritardando – Growing slower. 	<ol style="list-style-type: none"> 1. Demonstrate the dynamics and writing of key signatures 2.Discuss changes in volume. 3. Observe the song’s dynamics. 	<p>A radio</p> <p>Chalk board</p>

Subtopic 1.2: Musical signs of performance style.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1 Write the Italian terms. 2 Give their English equivalents. 1 Look them up in the UCE Western set work book.	1 Dolce – Sweetly 2 Espressivo – With expression. 3 Legato – Smooth and connected. 2 Staccato – Short and detached 3 Gracioso – Graceful 4 Cantabile – In a singing style.	1. Discover the terms in the set work. 2. Explain the meaning of the terms.	<ul style="list-style-type: none"> • Charts • Chalk board

Sup topic 1.3: Singing and writing rounds.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1 Sing a round (covering the whole scale) 2. Clap the rhythm	1. The round “ <i>dance you people.</i> ” 2. Key D Major	1. Sing by rote. 2. Observe the solfage	<ul style="list-style-type: none"> • A radio • CD/ Tapes • Charts

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>of the round.</p> <p>3. Sing the solfage in the song.</p> <p>4. Write the rhythm of the song.</p> <p>5. Notate the song using the treble stave in key of D Major.</p> <p>1. 4 time and 4</p> <p>Prefixing bar lines.</p>	<p>3. 4 time 4</p> <p>4. Bar lines</p> <p>5. Double bar lines.</p>	<p>in the song.</p> <p>3. Explain steps in staff notation.</p> <p>4. Discuss the rhythm in the song.</p>	

Subtopic 1.4: Rhythm drills

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1. Clap each pattern.. 2. Say the rhythms to French names. 3. Identify and learn the use of repeat sign :	Patterns and drills e.g. 	1. Observe the played rhythms 2. Discuss the rhythms 3. Demonstrate the use of the repeat sign.	<ul style="list-style-type: none"> • Radio • Drum • CD/ Tape

Subtopic 1.6: Writing key signatures.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1. Write key signatures of E flat, B flat, A and D Major on both the treble and	1. The treble stave. 2. The bass stave 3. Relative	1. Explain approach to writing key signatures. 2. Discuss the	<ul style="list-style-type: none"> • Chalk board • Charts

bass stave. 2. Giving the relative minor of each of the Major keys above.	minor keys of E flat – B flat – A and D Major.	concept of relative keys.	
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Subtopic 1.7: Sight singing.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1. Sight sing melodies of up to 4 bars of 4 time. 2. Sight sing with leaps of up to a 3 rd	1. The whole Major scale. 2. Sight singing exercises below this table.	1. Discover the pitch and rhythms of melody. 2. Explain the steps in sight singing.	<ul style="list-style-type: none"> • Music scores • Charts

Subtopic 1.8: singing

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
Sing songs in	1. 	1. Sing songs by	<ul style="list-style-type: none"> • Radio • CD/ Tape

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
compound time.	 <p>2. Any songs with these rhythms</p>	<p>rote.</p> <p>2. Observe the rhythm in the song.</p> <p>3. Explain the sub divisions of a dotted quarter note.</p> <p>4. Demonstrate</p>	<ul style="list-style-type: none"> Charts

Subtopic 1.9: Rhythm drills. Compound time.

1.9	<ul style="list-style-type: none"> Write dictated rhythm patterns played on piano. Prefix bar lines and time signature 		<p>1. Observe the played rhythms.</p> <p>2. Demonstrate the clapping of compound time.</p>	<ul style="list-style-type: none"> Radio CD/ Tape Charts
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TOPIC 2: ELEMENTALLY HARMONY

DURATION: 6 PERIODS

General objective: To enable learners acquire song writing techniques and skills.

Sub topic: 2.1: Triads in root position.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1. Make a table of triads of key G. 2. Name the triads. 3. Identify the root 3rd and 5th. 4. Identify primary (Major) triads i.e. triad I, IV and V. 5. Plot the chords on the grand stave. 	<p>Table of triads of G.</p> <p>Fifth D E F G A B C D</p> <p>Third B C D E F G A B</p> <p>Root G A B C D E F G</p> <p>I II III IV V VI VII I</p> <ul style="list-style-type: none"> • The grand stave 	<ol style="list-style-type: none"> 1. Explain root 3rd and 5th and demonstrate drawing of table of triads/chords. 2. Discuss primary triads. 3. Demonstrate plotting of chords on the grand stave. 	<ul style="list-style-type: none"> • Charts. • Chalk board

Subtopic 2.2: Listening to recorded pieces.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>Learner Compares two records. An African record and a Jazz record to identify:</p> <ol style="list-style-type: none"> 1. The different vocal styles. 2. The form. 3. Instruments in the two records. 4. The texture of the two records. 5. Origin 6. Texture 7. Tempo variations 8. Mime the jazz record. 	<p>The two selected songs.</p>	<ol style="list-style-type: none"> 1. Observe the differences between the two records. 2 Discuss the comparisons between the two records. 	<ul style="list-style-type: none"> • Radio • CD/ Tape • Charts

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>1 Choose chords for the given soprano line in key G.</p> <p>2 Plotting chords on the grand stave.</p> <p>3 Use only primary chords I, IV and V</p> <p>4 Double the root or 5th.</p> <p>5 Avoid parallel 5th and octave.</p> <p>6 Write soprano and alto in the treble stave.</p> <p>7 Write bass and tenor in the bass stave.</p> <p>8 Face the soprano and tenor tails up.</p>	 <p>Fifth D E F G A B C D</p> <p>Third B C D E F G A B</p> <p>Root G A B C D E F G</p> <p>I II III IV V VI VII I</p> <p>The 1st note in the soprano is on G line, so choose a chord with later G from the table i.e. chord I. Put the root note G in the bass. You have</p>	<p>1. Explain choosing of chords. .</p>	<ul style="list-style-type: none"> • Charts • Chalk board

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
9 Face the alto and bass tails down.	now doubled the root. That is G in soprano and G in bass. You're left with B and D for tenor and Alto. The second soprano note is A, choose a chord with letter A e.t.c		

TOPIC 3: MELODY WRITING
DURATION: 4 PERIODS

General objective: Learners should be able to combine musical elements of pitch and duration, using them expressively to form simple melodies.

Subtopic 3.1: Adding answering phrases to given questioning phrases.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1. Identify the key of the given question phrase. 2. Tell the number of bars in the questioning phrase.	1. Contrast (variety) in a melody. 2. Repetition (contrast) in a melody.	1. Explain question phrase and answer phrase, contrast, repetition,	<ul style="list-style-type: none"> • Charts • Chalk board • Projector.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
3. Add an answering phrase of the same number of bars to the questioning phrase. 4. Contrast the melody. 5. Unite the melody. 6. Use sequences.	3. Balance of a melody. 4. Sequences. 5. 4 time. 4	and balance.	

TOPIC 4: A THEORETICAL APPROACH TO INTERVALS

DURATION: 2 PERIODS

General objective: learners should be able to recognize, describe and name intervals.

Sub topic 4.1: Naming intervals

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1 Identify intervals	Augmented	1. Identify	Charts

<p>with numbers and quality.</p> <p>2 Identify number of tones of each interval.</p> <p>3 Name them.</p> <p>4 Identify the augmented. Diminished and perfect intervals plotted on a stave.</p> <p>5 Write on the stave suggested intervals e.g. Major 3rd above G.</p>	<p style="text-align: center;">↑ ½ tone</p> <p style="text-align: center;">MAJOR</p> <p style="text-align: center;">↓ ½ tone</p> <p style="text-align: center;">Minor</p> <p style="text-align: center;">↓ ½</p> <p style="text-align: center;">Diminished</p> <ul style="list-style-type: none"> • d – r Major 2nd = 1 tone • d – m Major 3rd = 2 tones • d – f perfect 4th = 2 ½ tones. • d – s perfect 5th = 3 ½ tones. <p style="text-align: center;">Augmented</p> <p style="text-align: center;">↑ ½ tone</p> <p style="text-align: center;">PERFECT</p> <p style="text-align: center;">↓ ½ tone</p> <p style="text-align: center;">Diminished</p>	<p>number of tones for each interval.</p> <p>Explain quality of interval.</p>	<p>Chalk board</p>
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TOPIC 5: MUSIC COMPOSERS OF THE BAROQUE PERIOD

DURATION: 2 PERIODS

General objective: To enable learners explore, classify and express musical ideas deriving from characteristics of the Baroque period.

Specific objectives	Content	Suggested Teaching and learning strategies	Instructional materials
<p>The learner should be able to:</p> <ol style="list-style-type: none"> 1. Tell family background 2. Time born and died 3. Identify factors responsible for his music career. 4. Some of his works. 5. Concert/ performances he made. 6. Define an Oratorio. 	<ol style="list-style-type: none"> 1. Factors favoring Bach’s music career. 2. Titles of some of his compositions. 3. When, where and to whom he was born – when he died. 4 Definition of oratorio. 	<p>1. Story tell and explain the history of Bach.</p> <p>NB. Explain the Baroque period and the characteristics of music during that time.</p> <p>Let learners listen to some music by J.S. Bach and another great composer of his time. e.g.G.F. Handel</p>	<ol style="list-style-type: none"> 1 Charts 2 Music scores 3 Radio 4 CD/ Tape

TERM 2

TOPIC 6: MUSIC READING AND WRITING

DURATION: 12 PERIODS

General objective: The learners should be able to listen, internalize and recall sounds with increasing aural memory.

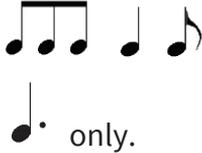
Sub topic: 6.1: Repetitive drum patterns (simple time)

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>The learner should be able to;</p> <ol style="list-style-type: none"> Listen and identify the repetitive drum rhythms played. Say them to French names. Write the repetitive drum pattern on a monotone. Use the repeat sign <p> : : </p>	<ol style="list-style-type: none"> Not exceeding 8 crochet beats. Repeat signs <p> : : </p>	<ol style="list-style-type: none"> Observe the played rhythms Explain repeat sign. 	<ul style="list-style-type: none"> Radio CD/ Tape Chalk board

Sub topic 6.2: Singing and rhythm

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<ol style="list-style-type: none"> 1. Sing songs with the simple time rhythms selected. 2. Clapping the rhythm. 3. Writing the rhythm. 	<p>Songs with set simple time rhythms either composed by the teacher, from the teacher's repertoire or appendix.</p>	<ol style="list-style-type: none"> 1. Sing by rote. 2. Discover rhythms in the songs. 	<ul style="list-style-type: none"> • radio • CD/ Tape • Chalk board • Charts

Subtopic 6.4: Compound time rhythm.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<ol style="list-style-type: none"> 1 Listen and identify played compound time patterns. 2 Say them to French names. 3 Write them on a monotone. 	 <p>only.</p>	<ol style="list-style-type: none"> 1. Observe rhythms played. 3. Explain writing on a monotone. 	<ul style="list-style-type: none"> • Radio • Piano • Charts

Subtopic: 6.4: Singing and compound.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1 Sing songs in compound time. 2 Identify the compound time rhythm in the songs. 3 Say rhythms to French names. 4 Write the rhythm names to staff notes.	1. Compound time songs e.g. <ul style="list-style-type: none"> ○ Golden slumber. ○ Row your boat ○ Mark where the bee etc. (check in appendix) 	1. Sing by rote. 2. Discover rhythms in the songs. 3. Explain writing on a monotone.	<ul style="list-style-type: none"> • Radio • CD/ Tape • Charts

Sub topic 6.5: Transposing melodies

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
The learner should be able to; <ol style="list-style-type: none"> 1 Transpose music from one key to another using the treble stave. 2 Transpose music from the treble stave to the bass stave. 	1 Keys include: C, G, D, and F Major	1. Explain and demonstrate transposition.	Chalk board Charts Music scores

Subtopic 6.6: Song study (Music analysis) Orchestration

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>The learner should be able to identify and write the roles of instruments in a set / recorded work (Orchestration).</p> <p>1. Classify African instruments.</p> <p>2. Mention examples from each class.</p>	<p>Orchestration (Role of instruments)</p> <ol style="list-style-type: none"> 1 Classes of instruments (chordophones, membranophones, aerophones and idiophones) 2 Accompaniment 3 Playing melody 4 Enriching texture 5 Giving the key 6 Establishing pace 7 Introducing the song (prelude) 8 Playing interludes 9 Decorating the music e.g. playing trills. 10 Playing postludes 11 Harmonizing the song. 	<ol style="list-style-type: none"> 1. Explain role of instruments. 2. Discuss the roles 3. Observe the score and recording of the set work. 	<p>Charts</p> <p>Chalk board</p>

Sub topic 6.7: Music Form

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
The learner should be able to; 1 Listen to or sing the UCE Western set songs for practical. 2 Identify the form of some of the songs. 3 Write the forms in their note books.	Forms include: 1 Binary form i.e. AB, ABB, AAB 2 Ternary form i.e. ABA, AABBA etc.	1 Learn songs by rote. 2 Observe the form of the songs. 3 Explain meaning of form. 4 Display written forms.	1 Radio 2 Music scores 3 CD/ Tape

Subtopic 6.8: More music terms on style of performance

	Sub-topic	Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1.8	More music terms on style of performance	1 A Capella 2 Agitato 3 Maestoso 4 Cantabile	1 A Capella – A short unaccompanied vocal piece. 2 Agitato – Agitated 3 Maestoso – Majestically 4 Cantabile – In a singing style.	1 Explain the styles. 2 Discuss the styles on listening.	1 Charts 2 Chalk board

Subtopic 6.9: Intervals

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<ol style="list-style-type: none"> 1 Listen identify played harmonic intervals. 2 Describe and write them as Minor, Major or Perfect. 	<ol style="list-style-type: none"> 1 Doh or tonic key is to be played before the interval. Intervals should be written precisely e.g. Major 2nd, Major 3rd, Perfect 4th, Perfect 5th (No use of staves) 	<ol style="list-style-type: none"> 1 Observe the key note and then the played intervals. 	<ol style="list-style-type: none"> 1 Piano 2 Radio 3 CD/ Tape

Subtopic 6.10: Melody Writing

	Sub-topic	Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1.11	Melody writing. Either simple or compound time in Major	<ol style="list-style-type: none"> 1 Listen and identify pitch and rhythm in played melodic passages. 	<ol style="list-style-type: none"> 1 Four bar melodies of 4 or 6 time. 4 8 2 Keys to be used are C, G, 	<ol style="list-style-type: none"> 1. Observe the played melodies 2. Explain fixing bar lines. 	<ol style="list-style-type: none"> 1 Radio / CD 2 Piano

	Sub-topic	Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
	keys.	2 Write them on a treble stave in a dictated key. 3 Put in bar lines following a dictated time signature. 4 Write the dictated key signature.	D, and F Major. 3 Mainly conjunct movement with a few leaps of up to a 3 rd		

TOPIC 7: MUSIC PRACTICAL
DURATION: 10 PERIODS

General objective: To enable learners perform on either instrument, Voice or Dance.

Sub topic 7.1: Rehearsing.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>Learner does: training on African and Western vocal solos or instrument.</p> <p>Mime a jazz piece</p>	<p>Learners' chosen music or instruments.</p> <p>Both western and African.</p>	<ol style="list-style-type: none"> 1. Demonstrate the practical. 2. Observe the style and skill in the practical. 3. explain the Variations required. 	<ol style="list-style-type: none"> 1. All available music equipment, instruments, radios etc.

TERM 3

TOPIC 8: MUSIC READING AND WRITING.

DURATION: 16 PERIODS

General objective: Learners should be able to listen, internalize and notate music from Aural memory.

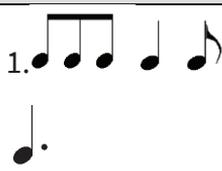
Subtopic 8.1: Repetitive drum rhythm (Simple time)

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>The learner should be able to;</p> <p>1. Listen and write down rhythm patterns dictated on a drum.</p> <p>2. Identify and write the repeat sign on each exercise.</p>	<p>1. Rhythm groups.</p>  <p>2. 8 beats in length</p>	<p>1. Observe the played rhythms.</p> <p>2. Discuss steps in comprehending and writing of rhythms.</p> <p>3. Explain the repeat sign.</p>	<ul style="list-style-type: none"> • Drums • Music manuscript papers • Charts • Radio • CD/ Tape

Subtopic 8.2: Simple time rhythm, time signature and bar lines.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>1. Listen and identify simple time rhythm played on a piano.</p> <p>2. Write the played rhythm passage.</p> <p>3. Put in time signature.</p> <p>4. Put in bar lines.</p>	<p>1. To cover the simple time rhythm groups of</p>  <p>2. Bar lines</p> <p>3. 8 crotchet beats in length</p>	<p>1. Observe the played rhythms.</p> <p>2. Discuss steps in comprehending and writing rhythms.</p>	<ul style="list-style-type: none"> • Piano • Radio • Recorded CD/ Tape.

Subtopic 8.3: Compound time.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>1. Sing songs in compound time.</p> <p>2. Listen and identify rhythm played in compound</p>	<p>1. </p> <p>Only.</p>	<p>1. Observe the played rhythms.</p> <p>2. Discuss steps in comprehending and writing rhythms.</p>	<ul style="list-style-type: none"> • Charts • Radio • CD/ Tape • Piano

time. 3. Fix bar lines. 4. write the time signature of 6	2. Bar lines. 3. 6-time signature. 8 4. Mono tone 5. 4 bars in length.		
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Subtopic 8.4: Elementary harmony

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1. Add Alto, Tenor and bass to given soprano exercises. 2. Use the primary chords of the Major scale in root position.	1. Soprano melodies of not more than six pitch notes. 2. The grand stave. 3. Keys of not more than 3 sharps or flats. 4. As many exercises as possible.	1. Explain steps in harmonizing a melody. 2. Discuss choosing chords. 3. Observe voice leading principles 4. Answering given questions.	<ul style="list-style-type: none"> • Chalk board • Charts • Music manuscript papers

Subtopic 8.5: Melody writing.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<ol style="list-style-type: none"> 1. Write played melodies on the treble staff. 2. Write key signatures and time signature of given melodies. 	<ol style="list-style-type: none"> 1. Melody may be in compound or simple time on the UCE set rhythm patterns. 2. In a Major Key of either C, G, D and F Major. (The key is announced before the melody.) 3. The key chord and key note are sounded before the melody is played. 4. Melody is played through once. 5. Then divided into two sections. 6. The first section is played twice with intervals of 40 seconds between each play 7. Then the second section twice. 8. Finally the whole passage once more. 	<ol style="list-style-type: none"> 1. Observe the played melody. 2. Discuss steps in comprehending and writing melodies. 	<ul style="list-style-type: none"> • Radio • CD/ Tape • Charts

Subtopic 8.6: Completing a melody.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
1. Attempt exercises in adding answering phrases to given questioning phrases. 2. Balance the melody. 3. Contrast the melody using variations. 4. Unite the melody using repetitions.	1 Balance: If the questioning phrase is 2 bars, the answering phrase is also 2 bars etc. 2 Contrast: The answering phrase should have some differences in pitch and rhythm from the questioning phrase. 3 Unity: The answering phrase must have repetition of some pitch and rhythms of the question phrase e.g.	1. Explain meaning of contrast, unity and balance. 2. Discuss and answer questions.	1.Chalk board 2.Charts etc.

Subtopic 8.7: Intervals

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>1. Listen and identify intervals as Minor, Major or Perfect.</p> <p>2. Attempt exercises on intervals.</p>	<p>1. Aural exercises on intervals.</p> <p>2. The doh should be sounded first.</p> <p>3. Interval to be named as Minor, Major or Perfect.</p> <p>4. The answer to be short and precise e.g. Major 3rd.</p>	<ul style="list-style-type: none"> • Drill • Observation • Explanation 	<ul style="list-style-type: none"> • Radio • Piano • Charts

Subtopic 8.7: African recorded works.

Specific Objective	Content	Suggested Teaching and learning strategies	Instructional materials
<p>1. Listen and analyse / study the recorded song.</p> <p>2. Write down the analysis of the song.</p>	<p>What to listen for and analyse?</p> <p>1. The class of the song e.g. work</p> <p>2. The progression.</p> <p>3. The tribe of origin in Uganda.</p>	<ol style="list-style-type: none"> 1 Observation 2 Explanation 3 Demonstration 	<p>Radio</p> <p>CD/ Tape</p> <p>Charts</p> <p>Chalk board</p>

	<p>4. The story behind the song.</p> <p>5. The form (solo? responsorial? Or chorus?)</p> <p>6. The number of sections of the song.</p> <p>7. Instruments in the song.</p> <p>8. The class of the accompanying instruments.</p> <p>9. The role of the instruments in the song.</p> <p>10. Relationship between vocal lines and instruments.</p> <p>11. Occasion when performed.</p> <p>12. Music scale used.</p>		
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