



KENYATTA UNIVERSITY
UNIVERSITY EXAMINATIONS 2011/2012

**IBP DECEMBER 2011 SESSION EXAMINATION FOR THE DEGREE OF
BACHELOR OF EDUCATION**

ECT 317: SUBJECT METHODS

DATE: Thursday 3rd May, 2012

TIME: 11.00 a.m. – 1.00 p.m.

INSTRUCTIONS:

Answer Question **ONE** and any other **TWO**

1. (a) Briefly explain what each of the following documents are, and outline their usefulness to a music teacher. (9 marks)
 - Scheme of work
 - Lesson plan
 - Record of work
- (b) Given the sub-topic, “Major scales”, write a forty minutes lesson plan for a form one class. (15 marks)
- (c) Identify two ways through which you can introduce the concept of melody to your students. (6 marks)
2. (a) Explain your understanding of any two of the following concepts and illustrate how they are significant in developing musicianship.
 - (i) Modulation
 - (ii) Sight reading
 - (iii) Cadences(10 marks)

- (b) Using relevant examples, suggest two approaches in each case of making aural and history of music more interesting to students. (10 marks)
3. (a) What strategies would you use in assisting the following special needs learners to develop their musicianship?
- A tone deaf student
 - A talented student (5 marks)
- (b) Differentiate between axial and locomotive movement in music. In what ways can each be used to reinforce musical concepts? (5 marks)
- (c) Distinguish between rote learning and sight reading as approaches in teaching music. List three factors that influence the use of each. (10 marks)
4. (a) Provide a rationale for the inclusion of music in the curriculum in Kenyan Education system. (10 marks)
- (b) In what ways can the music teacher enhance students' motivation in music through;
- (i) Inter-house music festivals
 - (ii) Recitals (10 marks)
5. (a) Distinguish between measurement and evaluation in music education. (4 marks)
- (b) Outline four types of assessment strategies that you can use in evaluating your students musicianship. Justify the use of each. (16 marks)

-----END-----