

END TERM 3 2026**GRADE 10 MUSIC AND DANCE****MARKING SCHEME & TEACHER'S GUIDE**

Total: 100 marks

The paper is cumulative across the Grade 10 Music and Dance Curriculum. The design contains three strands: 1.0 Foundations of Music and Dance, 2.0 Performing, and 3.0 Critical Appreciation, covering sub-strands 1.1–1.7, 2.1–2.5 and 3.1–3.3. The source also identifies practical tests, oral/written tests, participatory assessment, observation, projects and performance as appropriate assessment methods.

QUESTION 1

Four-bar rhythm correctly notated and incorporating semiquavers, with appropriate time signature and correct rhythmic grouping. Award 1 mark per correctly completed bar. (4)

QUESTION 2

(a) Any two relevant melody features. (2)

(b) Any two: repetition, sequence, balanced phrases, related motifs, appropriate melodic structure, etc., where consistent with Grade 10 melody work. (2)

QUESTION 3

D major scale correctly written ascending and descending with correct pitches and key signature of two sharps. (4)

QUESTION 4

(a) Transposition is changing a piece/melody from one key/pitch level to another while retaining its intervallic relationships. (2)

(b) Any two valid reasons: suit vocal/instrumental range; facilitate performance; change key; accommodate an ensemble/performer. (2)

QUESTION 5

Any four: appropriate syllabic division; matching pitches to syllables; observing word painting where appropriate; correct time signature; cadence points; phrase structure; natural speech/inflection; clear textual meaning. (4)

QUESTION 6

Any four: suitable harmonic intervals; appropriate motion between parts; avoid unsuitable parallel motion where applicable; clear cadence; correct voice leading; suitable range; balance between parts. (4)

QUESTION 7

Any four: navigate notation software; transcribe melodies; save music files; edit/key music; playback; convert/export to MIDI, print or audio formats; share/critique work. (4)

QUESTION 8

Any two: composition; notation; recording; playback; storage; editing; sharing; digital portfolio. (2)

QUESTION 9

- (a) Any four characteristics: communal/cultural identity; characteristic melodies/rhythms; call-and-response where appropriate; traditional language/text; dance/movement association; costumes/props; social/community function. (4)
- (b) Any two: singing technique; diction; expression; synchrony; transitions; instrumentation; projection; etiquette. (2)

QUESTION 10

- (a) Any three: phrasing, posture, diction, poise, voice production, Western solo-song style, dynamics, tempo, repeats/reiterations, expression. (3)
- (b) Correct explanation of any three selected techniques. (3)

QUESTION 11

- (a) Correctly names one listed indigenous instrument. (1)
- (b) Accurate description of playing method plus two appropriate techniques. (3)
- (c) Any two: proper storage; careful handling; appropriate cleaning; protection from damage/moisture; maintenance by suitable persons. (2)

QUESTION 12

Use the curriculum's performance expectations. Award up to 10 marks for accuracy, appropriate performance technique, expression, adherence to performance directions and etiquette. For instrumental/dance performance, include technique appropriate to the selected item.

QUESTION 13

- (a) Any four: self-expression; use of time, space, action and energy; improvisation; floor work; controlled movements; fall/recovery; movement and release; use of music; thematic/storytelling elements. (4)
- (b) Any four: posture, alignment, balance, coordination, control, flexibility, movement quality, performance expression. (4)

QUESTION 14

Award 1 mark each for four correctly explained ways the selected element communicates the story/message.

QUESTION 15

Any four: safe movement space; appropriate props/costumes; avoidance of dangerous movements; respectful treatment of the road-safety theme; suitable music; controlled floor work; awareness of audience/performers; safe use of equipment. (4)

QUESTION 16

Any four appropriate characteristics of the selected Western instrument, e.g. family/classification, structure, sound production, range, tuning, playing technique, maintenance. (4)

QUESTION 17

Any four: performance media, musical instruments, structure, rhythm, melody, harmony, pitch, tempo, tone colour/timbre, texture, harmony, volume/intensity, expressive elements, ornaments/gestures. (4)

QUESTION 18

(a) Medieval and Renaissance. (2)

(b) Medieval: plain song, organum. Renaissance: motet, madrigal, mass, toccata. Any two from each period. (4)

QUESTION 19

Any four explained functions: religious, social, educational, economic, cultural; communication; entertainment; community identity; social cohesion. (4)

QUESTION 20

Any four explained changes: changing performance practices; use of technology/digital devices; changing costumes/make-up; age of performers; packaging/messages; collaborations; instrumentation; handling of props/movement; performance contexts. (4)

CURRICULUM COVERAGE / TRACEABILITY

Question	Strand	Sub-strand	Coverage focus	Cognitive level	Marks
1	1.0 Foundations	1.1 Rhythm	Rhythm construction incorporating semiquavers	Create	4
2	1.0 Foundations	1.2 Melody in Major Keys	Melody features and unity	Understand	4
3	1.0 Foundations	1.2 Melody in Major Keys	Major scale notation	Apply	4
4	1.0 Foundations	1.3 Transposition	Meaning and purposes of transposition	Understand	4
5	1.0 Foundations	1.4 Setting Text to Music	Text-setting conventions	Apply	4
6	1.0 Foundations	1.5 Two-Part Harmony	Guidelines for two-part harmony	Understand	4
7	1.0 Foundations	1.6 Music Notation Software	Functions of notation software	Understand	4
8	1.0 Foundations	1.6 Music Notation Software	Digital support for composition/playback/recording	Apply	2
9	2.0 Performing	2.1 Kenyan Folk Songs	Characteristics and performance aspects	Understand	6
10	2.0 Performing	2.2 Western Style Solo Songs	Performance techniques	Understand/Apply	6
11	2.0 Performing	2.3 Kenyan Indigenous Musical Instruments (Solo Performance)	Instrument performance and care	Apply	6
12	2.0 Performing	2.1–2.5	Practical performance	Apply/Create	10
13	2.0 Performing	2.5 Contemporary Dance from Kenya	Features and performance skills	Understand	8

14	2.0 Performing	2.5 Contemporary Dance from Kenya	Storytelling through dance elements	Apply	4
15	2.0 Performing	2.5 Contemporary Dance from Kenya	Road-safety themed dance	Apply	4
16	2.0 Performing	2.4 Western Musical Instruments (Solo Performer)	Instrument characteristics	Understand	4
17	3.0 Critical Appreciation	3.1 Kenyan Folk Songs	Critical analysis of musical elements	Analyse	4
18	3.0 Critical Appreciation	3.2 Classical Music (Medieval and Renaissance)	Historical periods and genres	Remember/Understand	6
19	3.0 Critical Appreciation	3.3 Music and Dance in Socio-cultural Context	Functions in society	Understand	4
20	3.0 Critical Appreciation	3.3 Music and Dance in Socio-cultural Context	Changing performance practices	Analyse	4

ASSESSMENT DESIGN NOTES

All Grade 10 sub-strands are represented: 1.1 Rhythm; 1.2 Melody in Major Keys; 1.3 Transposition; 1.4 Setting Text to Music; 1.5 Two-Part Harmony; 1.6 Music Notation Software; 1.7 Dance Production; 2.1 Kenyan Folk Songs; 2.2 Western Style Solo Songs; 2.3 Kenyan Indigenous Musical Instruments (Solo Performance); 2.4 Western Musical Instruments (Solo Performer); 2.5 Contemporary Dance from Kenya; 3.1 Kenyan Folk Songs; 3.2 Classical Music (Medieval and Renaissance); and 3.3 Music and Dance in Socio-cultural Context.

Question 12 is a practical performance item. The examiner should use the curriculum's suggested performance rubric: assess selected works using appropriate performance techniques and prescribed performance directions.

The curriculum's assessment appendix identifies written, oral, practical, participatory, observation, project, self/peer/pre-assessment and field-work methods. This paper therefore combines written/notation questions with a practical performance component.

Accept equivalent technically correct responses consistent with the curriculum. For performance tasks, award marks based on observable performance evidence rather than written descriptions.

TOTAL-MARK VERIFICATION

Section A = 30 marks; Section B = 30 marks; Section C = 20 marks; Section D = 20 marks; GRAND TOTAL = 100 marks.

END OF MARKING SCHEME