

Arts and Sports

Pupil's Book

Standard **3**



Tanzania Institute of Education



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Pupil's Book

Standard Three



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Dr Aneth A. Komba

Director General

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Introduction

This Arts and Sports book has been specifically written for Standard Three Pupils in mainland Tanzania. This book has been prepared according to the Arts and Sports syllabus issued by the Ministry of Education, Science and Technology in 2023. Some of the themes in this book have been taken from the previous books on Sport and Art Standard One and Vocational Skills Standard Five published in 2019 in accordance with the 2016 syllabi.

This book has eight chapters, which are Acting, Singing, Musical instruments, Drawing, Clay modelling, Physical exercise, Traditional games and Participating in art exhibitions and sports competitions. By learning its contents, you will master the basics of singing and acting, drawing pictures and modelling various shapes. You will also manage physical exercise, play traditional games and participate in works of art and sports.

The contents of these chapters are presented in the form of text, activities, pictures, and exercises. Therefore, perform all the tasks in this book and other tasks the teacher gives to you. This will enable the development of knowledge and skills intended for you. Additional learning resources are available in the TIE e-library at <https://ol.tie.go.tz> or <ol.tie.go.tz>



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Chapter One

Acting

Introduction

Performing arts involve acting, storytelling, riddles, dance, dramatic poetry, comic skits, recitations, children's plays, and rituals. In this chapter, you will learn one type of performing arts known as acting. You will also learn how to act and imitate various sounds of living and non-living things. The competencies gained will enable you to develop a talent for acting.



- (a) Meaning of acting
- (b) Uses of voice in acting
- (c) Importance of voice in acting

Acting

Acting is the skill of imitating something. It represents the reality of a person's daily life in his or her environment.

Acting takes place before an audience to convey the intended message. The performance that takes place during acting is called play. Some types of play use words and actions; others do not use words; and yet others involve dance drama. A play can end happily or sadly. An actor employs body movements, facial expressions, voice, the environment and imagination. This is meant to show the reality of what is being acted. Acting involves four essentials, as follows:

- (a) A performer, who is called an actor;
- (b) A message, which is called a theme;
- (c) A performing place, known as the stage; and
- (d) People who watch the performance, known as the audience.

To perform well, do enough vocal and acting practise before the actual performance. Figure 1 shows pupils practising for a short play.



Figure 1: Pupils practising for a short play

Things to consider in acting

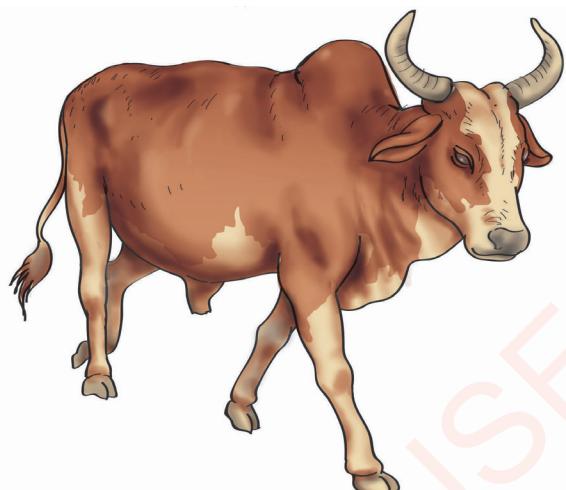
The following are the things to consider in acting:

- (a) Presence of characters;
- (b) Presence of an audience;
- (c) Presence of a stage;
- (d) Producing voice that can be heard well;
- (e) Showing gestures and body movements;
- (f) Using props and costumes properly;
- (g) Using make ups properly;
- (h) Managing the stage well; and
- (i) Sending the message correctly.

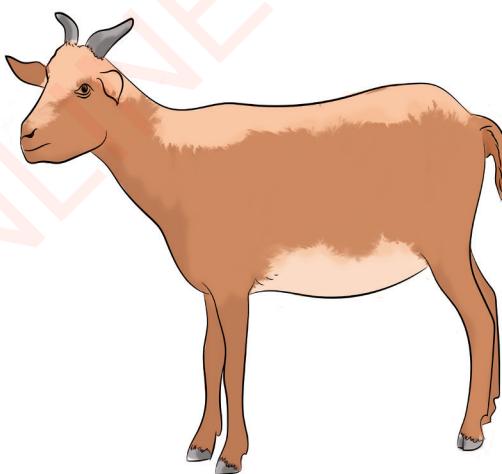
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Imitating various sounds of living things

Living things use sound to communicate with each other and with their environment. Look at the picture of animals and birds in figure 2. Then, imitate their sounds.

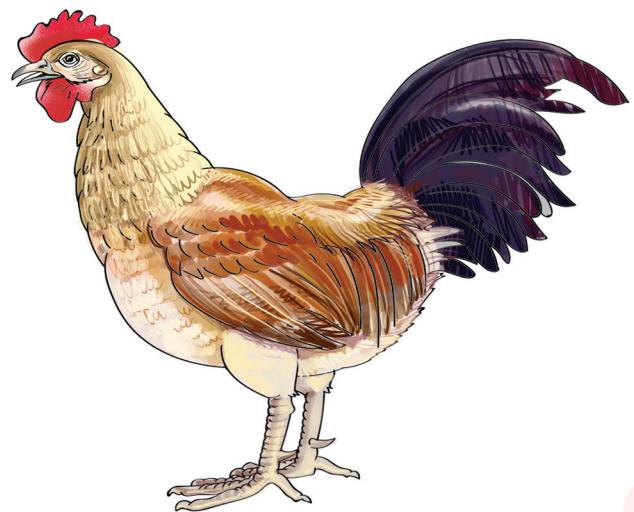


Cow

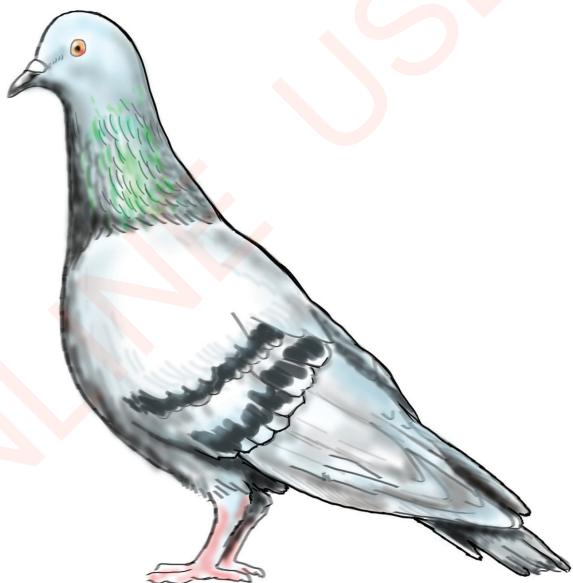


Goat

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Cock



Pigeon

Figure 2: Some tamed animals and birds



Activity I

Imitate the sounds of at least five tamed animals.

Exercise I

1. A performing arts competition was held at school. A large group of pupils went to watch the competition. What is that group of viewers called?
2. Mention at least four important things to consider to make a play show realistic.
3. Mention at least four things needed to perform a play correctly.
4. Dramas are performed in a special area. What is the name of the place where performances take place?

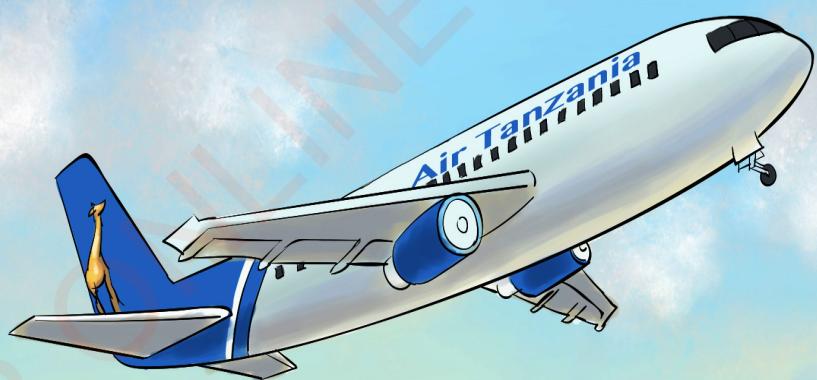
Imitating sounds of non-living things

In our environment, we are surrounded by many non-living things. Examples of these things are winds, water, cars, stones, chairs and tables. Some non-living things produce sounds. These sounds can be imitated. Look at the pictures in Figure 3. Then, imitate their sounds.

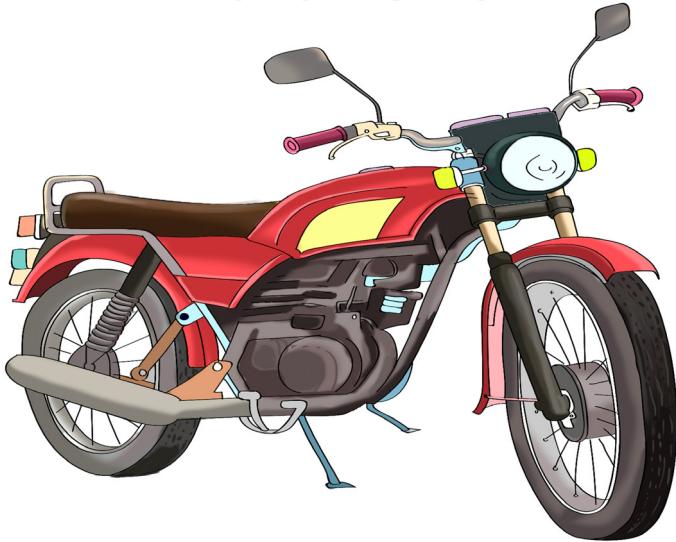
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Ship



Aeroplane



Motorcycle

Figure 3: Non-living things



Activity 2

Imitate the sounds made by at least four non-living things.

Uses of voice in acting

Voice is among the characteristics that an actor must have. Voice is used in acting to do the following:

- (a) Making the words of the actor be clearly heard;
- (b) Attracting the audience to listen to the actor;
- (c) Sending the intended message to the audience;
- (d) Recognising the type of the actor; and
- (e) Expressing the feelings of the actor.

Importance of acting

Acting is very important in society, as follows:

- (a) Entertaining;
- (b) Educating;
- (c) Generating an income;
- (d) Preserving culture;
- (e) Improving health;
- (f) Conveying a message;
- (g) Developing speaking skills;
- (h) Developing confidence;
- (i) Identifying and developing talents; and
- (j) Developing creativity.

Exercise 2

1. Voice is very important for an actor. Explain any four difficulties that the actor can face after failing to use his or her voice properly during acting.
2. Pupils of Mtakuja Primary School have started a drama group. Name any four benefits they will get from acting.
3. Mention any two performing arts that are found in your society.

Vocabulary

Artist	A person who has skills in creating works of art
Comic skit	A form of art which sends a message to the audience by instigating laughing
Dramatic poetry	A form of poetry that is written in verse and meant to be recited in public or acted out
Play	An artistic composition that puts a certain idea into action or conversation
Recitation	A form of art which sends a message to the audience using words of praise
Theme	The intended message in a work of art

Chapter Two

Singing

Singing has various benefits. Singing is one of the ways used by for self-expression. It is also a way in which people express their emotions, ideas, feelings, enjoyment and satisfaction. Singing is also an income generating activity whereby singers earn incomes by selling their musical works. In this chapter, you will learn how to sing in unison using proper posture and breathing. You will also learn the importance of singing. The competencies developed will enable you to sing different songs correctly.



Think

- (a) Meaning of singing
- (b) Proper posture during singing
- (c) Importance of singing

Meaning of singing

Singing is a production of musical sounds using voice. Different types of songs are sung in our environment. Examples are traditional dance songs, choir, dance music, *bongo fleva*, *singeli* and *taarabu*.

Proper posture during singing

Proper posture during singing is the correct way the singer positions himself or herself. The singer can sing while standing straight, sitting or dancing. Proper posture positions the body correctly for easy breathing. During singing, the singer should position parts of the body correctly, as follows:

- (a) The neck should be straight, without rising or bending;
- (b) The shoulders and arms should be relaxed;
- (c) The chest and stomach should not be tight; and
- (d) The legs should be spread, without being brought closer together.

Figure 1 shows proper posture during singing. In contrast, Figure 2 shows improper postures during singing.



Figure 1: Proper posture during singing

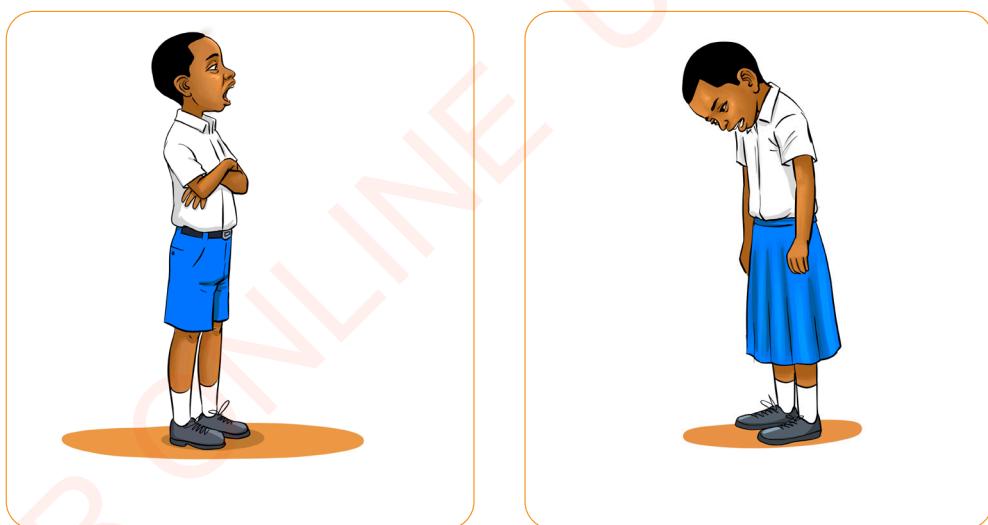


Figure 2: Improper postures during singing

Proper breathing during singing

Proper breathing helps a singer to sing without cutting off words. Thus, the singer can deliver the message correctly. To breathe properly, the singer should do breathing exercises. An example is breathing in and out slowly. This exercise enables the singer to inhale during singing. When the singer inhales properly, he or she can sing without cutting off words. For example, in a song like *Mungu Ibariki Afrika*, the singer should not pause before finishing all the words in the first sentence.



Activity 1

- (a)
 - (i) Breathe in slowly through your nose for three seconds;
 - (ii) Hold your breath for three seconds; then,
 - (iii) Release your breath slowly through your nose for three more seconds.
- (b) Take a deep breath. Then, sing the first verse of the National Anthem, *Mungu Ibariki Afrika*.

Singing in unison

Songs can be sung in unison, two-part voice, three-part voice or four-part voice. At this level, you will learn to sing in unison. Singing in unison involves the first voice and the main voice of a particular song. An example is a choir that comprises many people who sing in unison. Figure 3 shows a choir with many singers singing together.



Figure 3: A choir with many singers



Activity 3

Sing the National Anthem and your school song; consider proper posture and breathing.

Importance of singing

Singing is very important in society. People use songs in different activities to

- Teach reading, writing and arithmetic skills;
- Motivate people to work, such as in farming;
- Comfort society, for example during disasters;

- (d) Praise people who have done good things in society, for example the president;
- (e) Entertain people, for example in wedding ceremonies;
- (f) Warn people against bad behaviour, for example songs used in storytelling;
- (g) Promote unity and national identity, for example using the National Anthem;
- (h) Earn income, for example by selling a song or singing in different events; and
- (i) Develop speaking skills, for example using children's songs.



Activity 3

- (a) Read different books and texts from the library or other computer-based sources on the importance of singing.
- (b) While considering proper posture and breathing, sing songs that can be used in the following events:
 - (i) Teaching children how to read, write and count;
 - (ii) Comforting members of society;
 - (iii) Praising your country and government leaders.

Exercise

1. Mention any five types of songs that are sung in Tanzania.
2. (a) The music teacher asks choir members to practise breathing everyday before singing. How does the practice help the singers?
(b) What is the importance of proper breathing during singing?
3. What does it mean by singing in unison?
4. (a) Explain the importance of proper posture during singing.
(b) Mention at least three parts of the body that should be in proper posture during singing.
5. Maweni villagers do not understand the importance of singing in their daily lives. Explain to them any five uses of songs in society.

Vocabulary

Mass A crowd or group of people

Chapter Three

Musical instruments

Introduction

Music is made up of different sounds. These sounds can be of people or musical instruments. The voices of singers, when accompanied by sounds of musical instruments, make the music nice and interesting. They also add various feelings. In this chapter, you will learn how to use musical instruments to accompany short songs. You will also learn how to make and play musical instruments. The competencies developed will enable you to make and play musical instruments found in your environment. Therefore, you can later generate an income.



Think

- (a) Meaning of musical instruments
- (b) Types of musical instruments
- (c) Uses of musical instruments

Meaning of musical instruments

Musical instruments are tools used to produce musical sounds. Each type of musical instruments has its unique sound that makes the music interesting. It also has a taste and arouses various feelings. These instruments can add goodness to music by giving out rhyming sounds to accompany the voices of singers or sounds of other musical instruments.

Types of musical instruments

Musical instruments are divided into different groups. These groups include wind instruments, struck instruments, stringed instruments and percussion instruments. These different types of instruments can be found in different societies in the world.

Wind instruments

These are types of musical instruments in which a musician blows air to produce sounds. Examples of these instruments are trumpets, *baragumu*, flutes, *lipenenga* and *lilandi*. These instruments can give out high and low sounds using different blowing methods. Figure 1 shows some of the wind instruments.



Trumpet



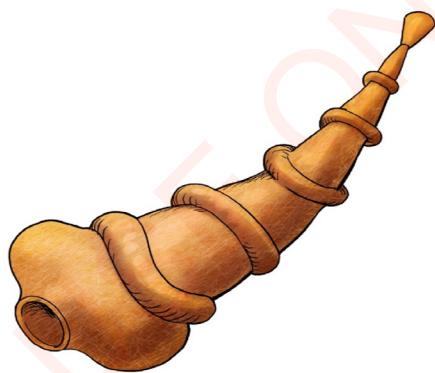
Baragumu



Flute



Lipenenga



Lilandi

Figure 1: Wind instruments



Activity 1

- Collect a piece of small plastic pipe, a papaya leaf, bamboo tree, or a castor-oil plant.
- Make small holes to get a flute as shown in Figure 1.
- Exercise blowing the flute you made.

Struck instruments

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These are instruments that a musician beats or strikes to give out sounds. The musician may use hands or special equipment to strike these instruments. There are different types of struck instruments. Examples are xylophones, drums, claves, triangles and cymbals. Figure 2 shows examples of struck instruments.



Figure 2: Struck instruments



Activity 2

Sing the song *Ukuti ukuti* while using wind and struck instruments to accompany the song.

Exercise 1

1. Draw any two musical instruments: a wind instrument and a struck instrument.
2. Differentiate between wind and struck musical instruments.

Stringed instruments

These are instruments whose sounds are produced by pulling or rubbing strings. A musician can use fingers, plectra or bows to play these instruments. Examples of stringed instruments are the guitar, violin, harp, zeze, enanga, ndono and litungu. Figure 3 shows some of the stringed instruments.



Guitar



Violin

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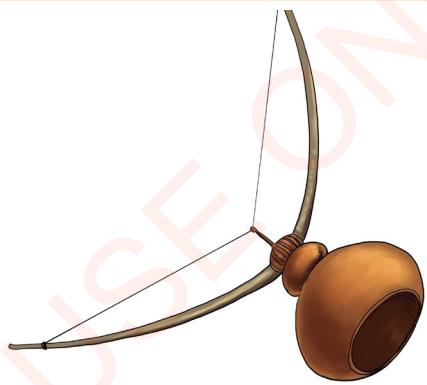
Harp



Litungu



Enanga



Ndono



Zeze with a string



Zeze with several strings

Figure 3: Stringed instruments

Percussion instruments

These instruments are shaken to produce sounds. These sounds come from the collision of different objects that were used to make the instruments. Examples of percussion instruments are maracas, *manyanga*, *kayamba* and *njuga*. These instruments are placed with grain seeds such as corn or beans, or small pebbles in them. When these instruments are shaken, the seeds or pebbles inside them collide and produce sounds. Figure 4 shows some of the percussion instruments.



Kayamba



Maracas



Njuga

Figure 4: Percussion instruments

Some percussion instruments can be produced using simple materials in our surroundings. For example, you can produce *manyanga* from a tree twig, string or wire and soda caps as shown in Figure 5.

**Figure 5:** Percussion instrument



Activity 3

- (a) Collect the following tools to produce a percussion instrument.
 - (i) A twig with twin branches
 - (ii) Ten soda caps
 - (iii) A 30-centimetre long string or wire
 - (iv) Nails
 - (v) A hammer or anything that will help you to hit something
- (b) Make a hole in each soda cap using a nail and the hammer.
- (c) Tie one side of the string or wire to one part of the twig.
- (d) String all the soda caps on the other side of the thread or wire.
- (e) Tie the other end of the string or wire to the other part of the twig.
- (f) Shake your instrument to produce sounds.



Activity 4

Sing the song *Hesabu ni nzuri sana eh* while accompanying it with percussion instruments.

Exercise 2

1. Draw any two musical instruments: a stringed instrument and a percussion instrument.
2. Differentiate between stringed and percussion instruments.

Importance of musical instruments

Musical instruments make songs more interesting and more lively. They also guide singers to follow the rhythm correctly and sing in harmony.

**Activity 5**

Visit any event in your society, or search online for events involving playing musical instruments. Then, do the following:

- (a) Observe the musical instruments used;
- (b) Write the names of the musical instruments and categorise them accordingly; and
- (c) Present your work in front of the class under the guidance of your teacher.

Exercise 3

1. The Unity choir sings its songs using various musical instruments. Explain why this choir uses these instruments.
2. What should a musician do to make the flute produce sounds?
3. Differentiate between a trumpet and a zeze.
4. Give the difference between struck and stringed musical instruments.
5. Explain how sounds are produced from *manyanga*, *kayamba* and *njuga*.

Vocabulary**Harp**

A multi-stringed instrument that is played with fingers while sitting or standing

Musical Instrument A tool used in music**Violin**

A musical instrument like a guitar that is played like a zeze

Xylophone

A traditional musical instrument that consists of wooden bars that are struck by mallets to produce sounds

Chapter Four

Drawing

Introduction

Drawing is a part of visual arts. This art uses pictures to convey messages to society. In this chapter, you will learn the meaning of pictures. You will also learn the importance of drawing pictures expressing different emotions using a pencil. The competencies developed will enable you to draw different pictures.



Think

- (a) Meaning of a picture
- (b) Importance of drawing
- (c) How to draw a picture using a pencil

Meaning of a picture

A picture is a representation of a real object. It can be designed, drawn or taken with a camera. You can see pictures in your environment, at school, in books, in magazines, on posters and on clothes.

Picture drawing is an art of making pictures using traditional or digital tools. Some of the traditional tools include pencils, crayons, chalk, brushes, and paints. Traditional tools are also obtained in digital form.

Drawing pictures using pencils

Beginners can draw pictures using pencils freely without using a ruler or other measurements. Figure 1 shows a picture drawn freely using a pencil.

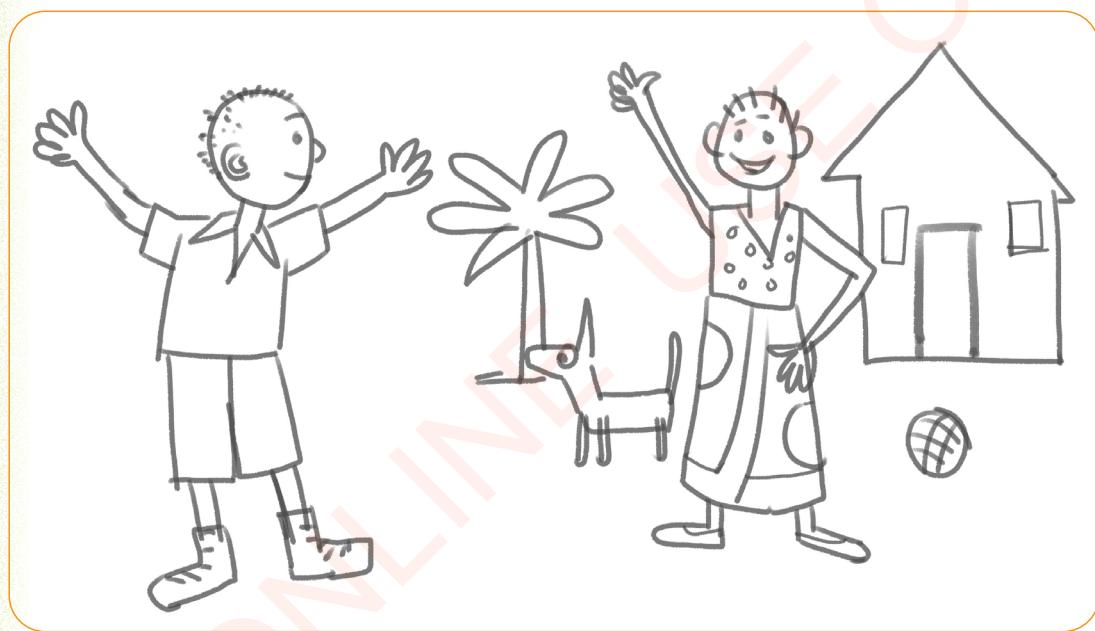


Figure 1: An example of a picture drawn freely using a pencil

Traditional drawing tools

The following are traditional tools used to draw pictures.

- (a) Pencil
- (b) Paper
- (c) Rubber
- (d) Table and Stool
- (e) Drawing board
- (f) Paper clip

Guidelines for drawing pictures using pencils

The following guidelines are important to consider when drawing a picture using pencils.

1. Draw a picture by considering the message. Draw a picture freely without measurements. Your ability to express yourself through drawing is important. Do not worry about the accuracy of the drawing but focus on the message your picture conveys.
2. Identify an idea or real object to be drawn.
3. Consider different uses of lines to express your message or appearance of your drawing. Do not worry whether your drawing is realistic or not. Focus on the message or appearance of the picture.
4. Start drawing the picture using light lines.

5. Use the rubber carefully to make your picture clean.
6. Do not use a pen to draw the picture.
7. You can show the light and dark parts if possible. However, doing so is not necessary at your level.



Activity 1

Use a pencil and paper to draw a picture of an item found in your classroom.

Steps to be followed in drawing a picture using a pencil

To produce a meaningful picture, consider the following steps.

1. Choose the objects you want to draw;
2. Prepare paper and pencils for drawing;
3. Start drawing the picture you want using light lines;
4. Use the rubber to correct parts you have drawn incorrectly; and
5. Bold the picture lines based on the message accuracy and appearance.

Remember to draw freely without using measurements. Appearance is what matters.



Activity 2

Use a pencil and paper to draw shapes of fruits, furniture and utensils. Draw freely without using measurements. Their appearances are what matter.

Importance of drawing pictures

Pictures are drawn for the following benefits.

- (a) Selling them and getting money
- (b) Decorating different places
- (c) Keeping records of events
- (d) Educating and entertaining society
- (e) Developing long-term memories
- (f) Illustrating and simplifying an understanding of concepts



Activity 3

Using a pencil and paper, draw a picture showing pupils playing at school. Draw freely without using measurements. Use only a pencil and rubber. Do not use a ruler or any other tool to help you to draw. Its appearance is more important.

Exercise 3

Answer the following questions.

1. Explain the meaning of a picture.
2. Mwanakombo wants to buy tools for drawing a picture using a pencil. Name any five tools that she needs to buy.
3. Explain why it is important to have the rubber when drawing using a pencil.
4. Selina is talented for drawing. Mention any three benefits she can get if she uses her talent well in society.

Vocabulary

Poster

Hard paper or a large card with an advertisement or a special message

Stool

A small seat that has three or four legs but no back or arms

Chapter Five

Clay modelling

Introduction

People make various things out of clay. These things include pots, cups, mortars, spoons and models of people and animals. In this chapter, you will learn to mould simple shapes using clay by pinching method. The competencies developed will enable you to prepare various shapes for decoration. Later, you will be able to earn an income by selling the products of clay modelling.



Think

- (a) Meaning of modelling
- (b) How to model various figures using clay
- (c) Benefits of clay modelling

Modelling

Modelling is an art that produces various objects using clay soil. Shapes like sculptures can also be made using cement, paper, glue and artificial clay. Communities living in areas with clay soil model various vessels such as pots, jars, cups, plates and bowls. In these communities, clay soil is mostly found alongside rivers, in anthills and in valleys.

There are two ways of clay modelling. These are manual and machine modelling. Clay modelling needs materials and follows certain steps. Clay modelling needs the following materials.

- (i) Well-treated clay soil
- (ii) Water
- (iii) A piece of timber
- (iv) A piece of paper
- (iv) A sieve

Exercise 1

1. An expert visited Standard Three pupils and taught them modelling. As one of those pupils, give the meaning of modelling.
2. Juma and Roza live where there is good clay soil. Mention at least five things that they can model in that soil.

3. Name any two materials, other than clay that can be used to model various shapes.

Methods in clay modelling

There are various ways of modelling different figures. These include pinching, slab construction and coiling. Clay modelling requires clay well-prepared soil. Hence, it can produce a suitable figure for various uses.

The pinching method

Using this method, one can produce pots, cups, bowls, plates, jugs or round planters and ark-shaped objects. Figure 1 shows clay vessels made by the pinching method.



Figure 1: Clay objects made by pinching

Steps to prepare clay soil

Before modelling, prepare clay soil in the following ways.

1. Pound the clay soil until it gets soft.

2. Sieve it to remove unwanted materials, such as sand particles and leaves.
3. Mix clay soil with water and knead it to get a soft clay lump.
4. Choose an object to make and start modelling.

Steps to be followed in modelling by pinching

1. Choose the object you want to model.
2. Pinch sufficient clay.
3. Knead the clay soil to remove air.
4. Create a clay ball between your hands.
5. Press your thumb in the ball.
6. Enlarge the hole by pinching while turning the ball around.
7. Continue pinching and moving the ball around.
Ensure the wall of the object always has the same thickness.
8. Complete the object by adding a handle or sprout.
9. Place the object in the shade for a short time to dry slightly.
10. Put decorations, such as colour, before the object is completely dry.
11. Place it in the shade again until it is completely dry.



Activity 1

Use clay soil to do the following:

- Model various figures of your choice.
- Store those figures for art exhibitions at your school.

Benefits of modelling

Modelling has many benefits in society, including to

- promote creativity
- generate an income
- produce vessels and decorations
- keep memories
- show the culture of the community
- send a message to the community

Exercise 2

- Standard Three pupils at a primary school do not know the methods of modelling various shapes. Name the three main methods of modelling.
- Explain how to dry a figure modelled in clay soil.
- Explain why modelled figures are decorated.

4. Standard Three pupils have learned several benefits of modelling. As one of the pupils, give any three benefits of engaging in modelling.

Vocabulary

Ball	A compact round object
Clay	Is a substance that can be moulded into different forms
Decoration	A pattern that is added to something by drawing, embroidery or carving
Sieve	A tool that has many small tiny holes for separating small particles from larger ones or solids from liquids

Chapter Six

Physical exercise

Introduction

Physical exercise is very important to the child's growth and development. It is essential for improving physical fitness, sport skills and health. In this chapter, you will learn to perform agility and balance exercises. The competencies developed will strengthen your playing skills and promote your health.



Think

- (a) Meaning of physical exercise
- (b) Styles of exercising
- (c) Benefits of physical exercise

Physical exercise

Human beings do physical exercise in different styles. Examples of physical exercise are running, jumping or standing on one leg. Physical exercise can be done by individuals or groups. Physical exercise builds skills and resilience, for instance, by doing balance and agility exercises.

Some examples of ~~DO NOT DISTRIBUTE~~ balance and agility exercises are as follows:

1. Heel-to-toe walk
2. Grapevine steps
3. Agility ladder
4. Animal walk

Heel-to-toe walk

This exercise builds body balance. It also prepares you for various sports and tasks at school and at home.

Steps to be followed

1. Exercise to prepare your body.
2. Stand upright with your feet together.



Figure 1: A pupil standing upright, ready to start exercising

1. Spread your arms to balance the body.



Figure 2: A pupil standing upright and spreading her arms

2. Place your right heel in front of the big toe of your left foot.



Figure 3: A pupil starting walking with his right leg

3. Do the same by placing your left heel in front of the big toe of your right foot.



Figure 4: A pupil starting walking with his left leg

4. Repeat the steps as you move forward.



Activity 1

Do the heel-to-toe exercise until you can walk fast.

Exercise 1

1. Which exercise have you done before that is similar to this exercise?
2. What is the importance of this exercise to you?
3. What other games will this exercise help you to play?

Grapevine steps DO NOT DUPLICATE

This exercise builds body balance. It also prepares you to participate in various sports and tasks at school and at home.

Steps to be followed

1. Exercise to prepare your body.
2. Stand straight and cross your legs.



Figure 5: A pupil standing upright and then crossing his legs

3. With the legs crossed, take five steps forward, backward, right and left.



Figure 6: A pupil walking while alternating his legs

4. Change the leg that was in front to the back. Then, repeat the steps at least three times.



Activity 2

Do the grapevine steps exercise until you can walk fast.

Exercise 2

1. What is the importance of this exercise to you?
2. What other games will this exercise help you to play?

Agility ladder

Perform each of the following exercises in the full length of the agility ladder. Each step of the exercise should be done twice, leading to a different foot each time.

1. Alternate stepping with only one foot on each box (left, right, left, right).

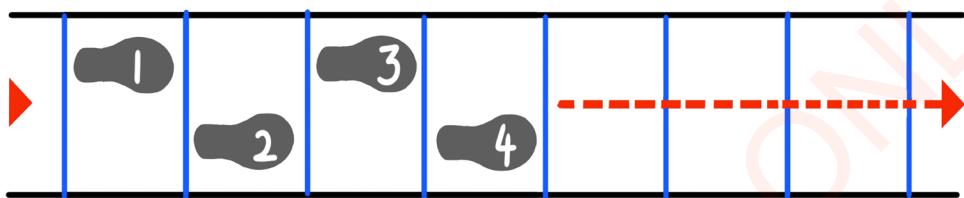


Figure 7: Stepping in the agility ladder on one foot at a time

2. Jump into each box with one foot while keeping your other foot above the ground all the time.

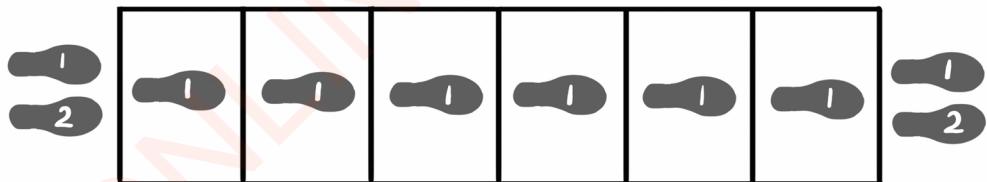


Figure 8: Jumping into the agility ladder using one leg at a time

3. Step with both feet into each box before moving to the next box. Always move one foot first.

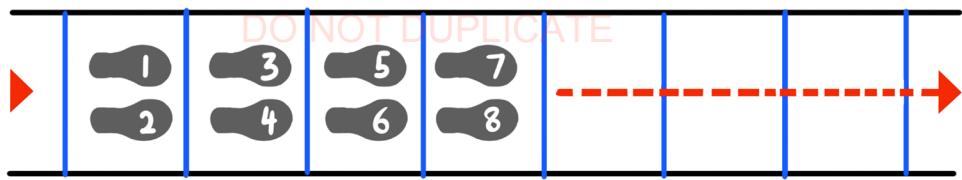


Figure 9: Stepping with two feet into the agility ladder

- Turn to the right, step with both feet into each box. Then, move to the next box side to side with one foot in front each time.

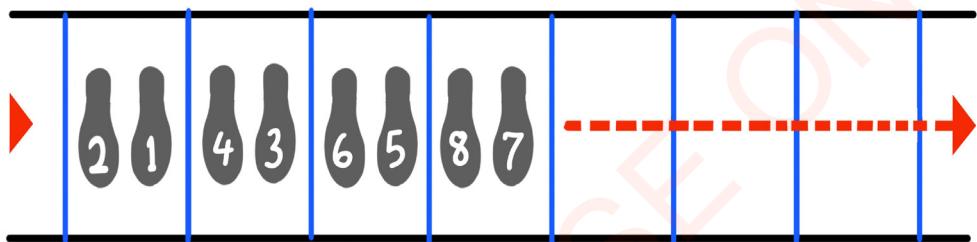


Figure 10: Stepping into the agility ladder forward using one foot at a time

- Place your back foot into the first box and the front foot outside it. Then, remove the outside foot to the next box while the inside one goes outside the second box.

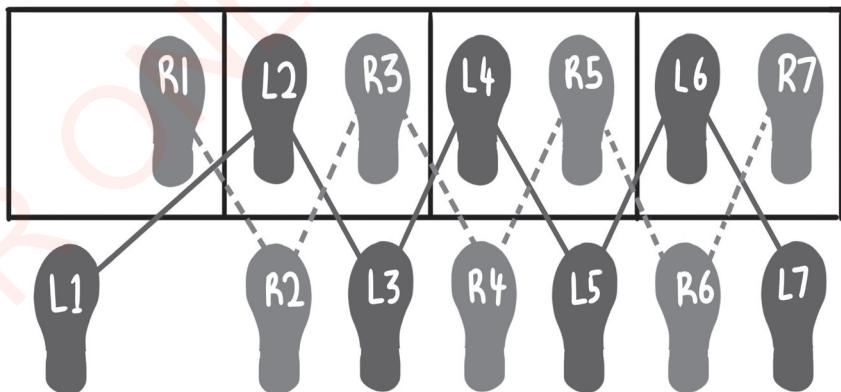


Figure 11: Stepping into the agility ladder by alternating feet



Activity 3

Do the agility ladder exercise by following the steps you have learned.

Exercise 3

1. How will this exercise help you?
2. What equipment can you use to do this exercise?

Animal movement

This exercise involves players competing in teams to pick up pieces of paper of their colour are spread in the playing area while moving like an animal. For example, rabbits run on four legs; monkeys hop on four legs; and kangaroos hop on two legs.

Steps to be followed

1. Exercise to prepare your body.
2. Set boundaries on the play area.
3. Divide yourselves into three teams of at least five pupils.
4. Each team should choose a name between the rabbit, monkey and kangaroo.
5. Each team should tie cloths of their colour that match the colour of the pieces of paper they will pick up.
6. Spread the pieces of paper of three different colours in the play area.

7. Start picking up the coloured pieces of paper of your team after the leader's command.
8. Each team will move like their chosen animal during the process of picking the pieces.
9. Stop picking when the leader's command is given;
10. The team that has collected more pieces of paper is the winner of that round.
11. The teams exchange the names of the animals and play again.
12. The overall winner is the team that wins the most rounds.



Activity 4

Write names of three animals. Then, practise their movements. Do this exercise for 15 minutes.

Exercise 4

1. Which game movement has made you happy?
2. What equipment can you use to play the game?
3. What activities will these exercises help you do at home?

Vocabulary

Balance

The ability to keep the body steady with an equal amount of weight on each side

Chapter Seven

Traditional games

Introduction

Traditional games can develop children's culture in society. There are many types of traditional games. In this chapter, you will learn traditional games such as 'rede'. You will also run with a bottle balanced on the head and with an egg on a spoon. The competencies developed will help you to play traditional games and improve the connection between the mind, body and actions.



Think

- (a) Meaning of traditional games
- (b) Types of traditional games
- (c) Importance of traditional games

Traditional games

Traditional games are those that have been played for a long time in society. Examples of traditional games are *rede*, running with a bottle balanced on the head, *bao* and running with an egg on a spoon.

Rede game

Rede is a ball game played using hands. It is played by both boys and girls. The ball should be small and light. There are different types of *rede* games, including

1. *Rede* by building towers using tiles or pieces of wood
2. *Rede* by filling a bottle with sand.

Rede by building towers using tiles or pieces of wood

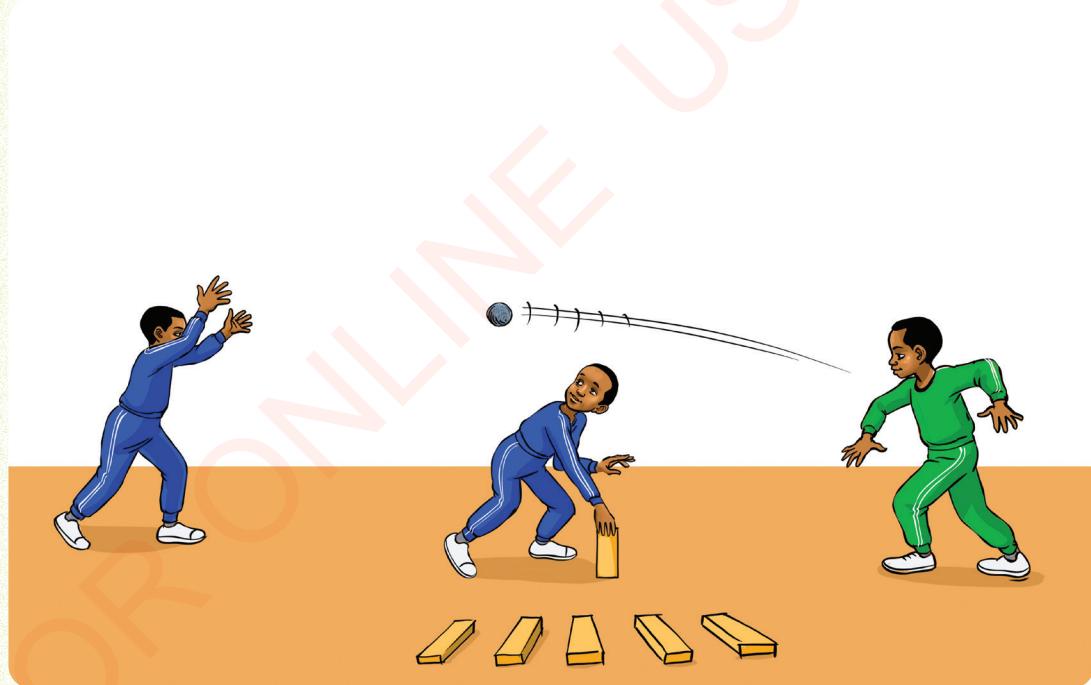


Figure 1: Pupils playing *rede* by building towers

How to play this game

- (i) There should be three players. The first one should be on the right. The second one should be on the left. The third one with the tiles or pieces of wood should be in the middle of the two players.
- (ii) The player on the first side throws the ball to the player on the second side;
- (iii) The player on the second side will then throw the ball to player on the first side;
- (iv) The player on the first side will throw the ball to the player on the second side while aiming at the middle player;
- (v) When the ball is thrown, the middle player dodges it, while arranging the tiles one by one vertically;
- (vi) If the middle player catches the ball, he or she will throw it away. Throwing away will give him or her time to arrange more tiles;
- (vii) The middle player should continue to dodge and arrange the tiles one by one vertically. This exercise should continue until he or she is hit by the ball and comes out or he or she finishes arranging the tiles without being hit by the ball;
- (viii) If the middle player arranges all the tiles without being hit by the ball, he or she will be the winner;
- (ix) If a player is hit by the ball before arranging all the tiles, he or she will be a loser. Thus, the one who has hit him or her will enter; and
- (x) This game is played by taking turns.



Activity I

Play the *rede* game with your friends by arranging pieces of wood or tiles.

Rede by filling the sand in the bottle



Figure 2: Pupils playing *rede* by filling sand in the bottle

How to play this game

- (i) There should be three players. The first one should be on the right. Second one should be on the left. The third one should be in the middle of the two players, with a bottle and collected sand.
- (ii) If the ball is thrown from the first side to the second, it will be aimed at the player in the middle who will have to dodge it. The goal is to fill the bottle with sand;

- (iii) If the middle player catches the ball, he or she will throw it away. Throwing away will give him or her time to fill the sand until the bottle is full;
- (iv) If the middle player fills the bottle without being hit by the ball, he or she will be the winner;
- (v) If the middle player is hit by the ball before the bottle is full of sand, he or she will be a loser. Thus, the one who has hit him or her will enter; and
- (vi) This game is played by taking turns.



Activity 2

Play the *rede* game with your friends by filling sand in the bottle.

Benefits of playing *rede*

This *rede* game has several benefits. It helps to make players

1. develop active bodies;
2. build friendship and teamwork;
3. develop numeracy skills;
4. improve the ability to think;
5. strengthen their bodies through physical exercise;
6. develop the competitive spirit; and
7. develop speaking skills.

Running with a bottle balanced on the head

In this traditional game, players compete by running with bottles balanced on their heads. This game is fun and competitive. It also helps to strengthen body balance.

How to play

1. Exercise to prepare your body.
2. Mark the starting and ending points of the play area.
3. Stand at the starting point.
4. Balance the bottle on your head.

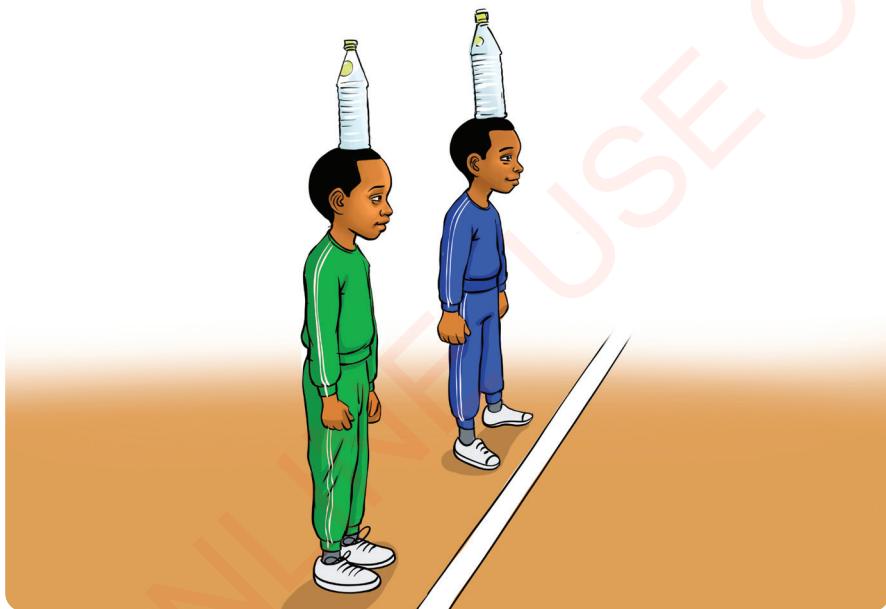


Figure 3: Pupils waiting for the command of the leader

5. Wait for the command of the leader.
6. After the command, start running without holding the bottle.
7. Run faster than others without dropping the bottle.



Figure 4: Pupils running with bottles balanced on their heads

8. The winner is the one who will be the first to cross the finish line without dropping the bottle.



Activity 3

Practise running with a bottle balanced on your head.

Exercise 4

1. Most of the traditional games are played using traditional equipment. If you do not have water bottles, what other tools can you use to play this game?
2. How did you feel when you played this game?
3. What does this game prepare you to do?

Running with an egg on a spoon

This is a traditional game in which players compete to run with an egg or a lemon on a spoon. The spoon can be held in the hand or mouth. This game is fun and competitive. This game also strengthens the body's balance and agility.

Tools: Spoon, lemon or egg

How to play

1. Exercise to prepare your body.
2. Mark the starting and ending points of the play area.
3. Stand at the starting point.
4. Hold the spoon in your hand and put the lemon or egg on it.

5. Wait for the command of the leader.
6. After you are commanded to leave, run without holding the egg or lemon.
7. Run faster than others without dropping the lemon or egg.



Figure 5: Pupils competing to run with spoons in their hands

8. The winner is the one who will be the first to cross the finish line without dropping the lemon or the egg.



Activity 4

Practise running with a spoon in your hand.

Exercise 2

1. If you do not have a lemon or an egg, what other thing can you use to play this game?
2. How did you feel while playing this game?
3. How will this game help you?

Vocabulary

Bao A dice game played by two people on dug holes in compliance with its rules and regulations

Chapter Eight

Participating in art exhibitions and sports competitions

Introduction

In the preceding chapters, you learnt about acting, singing, drawing and clay modelling. You also learnt about physical exercise and traditional sports. In this chapter, you will learn how to prepare and participate in sports competitions and art exhibitions at class level. The skills developed will enable you to participate in various art exhibitions and sports competitions at school and in the community.



Think

- (a) To participate in art exhibitions
- (b) To participate in sports competitions
- (c) Things to consider during art exhibitions and sports competitions

Art exhibitions and sports competitions

Art exhibitions and sports competitions are good ways to develop talent, creativity and self-confidence among pupils. In this chapter, you will participate in showing your various artworks as well as participate in sports competitions at class level. The art exhibitions will include acting, singing, drawing and clay modelling. The sports competitions will include physical exercise and traditional games.

Participating in performing arts

To participate in performing arts, consider the following steps.

1. Choose a topic for the performance. Choose a message that describes life in your community. Examples of messages that can be used are corruption, diseases, the environment, tax education and the Union of Tanganyika and Zanzibar;
2. Join a group with your fellows for preparation;
3. Prepare an advertisement and the timetable for the performance. Make sure that it includes the time for preparation, practice and the show itself;
4. Practise the performance based on the instructions from the teacher. Make sure that you practise enough to give a good performance;
5. Prepare the tools needed for your performance. These include clothes and decorations, depending on the performance;

6. Practise acting in the area that you will use on the performance day;
7. On that day, make sure everything is well prepared, especially the stage and the tools;
8. If there are electronic and electrical devices, they should be tested in advance to see if they are working properly. This activity should be done under the guidance of your teacher;
9. After the show, make sure the area used for the performance is clean, and all the equipment used is removed; and
10. Evaluate the success or limits of the performance to improve future performances.



Activity I

Prepare a 10– to 15–minute play with a message for the community. Perform that play with your friends.

Fine art exhibitions

Fine art exhibitions enable pupils to see the quality of their fellows' works. Thus, they lift the pupils' spirit to increase effort to learn. Likewise, parents and society in general get a chance to see their children's progress. To participate in fine art exhibitions, consider the following steps.

1. Choose a display name that will go with your artwork. It is good to choose a name that touches life in the community you come from;
2. Make preparations together with your fellows to come up with appropriate methods for preparing an attractive presentation;
3. Prepare a short timetable that will show the
 - (a) search of the exhibition area, such as in the classroom;
 - (b) identification and preparation of the artworks to be exhibited;
 - (c) arrangement and placement of artworks within the exhibition area; and
 - (d) decision on when the show will take place.
4. Prepare the pieces of equipment to be used to stage the show. Some of the equipment are
 - (a) small nails;
 - (b) glue;
 - (c) tables; and
 - (d) photo pins.
5. Prepare a list of the artworks selected for display.
 - (a) Choose works in good balance so that each pupil has a chance to show his or her work.
 - (b) Keep a good record of the selected tasks.

- (c) Choose a mixture of pictures and models in good number, depending on the size of the area and the number of pupils.
6. Hang or place the artworks in the display area.
 7. Participate in the exhibition by elaborating the artworks selected for display to the audience.
 8. At the end of the exhibition, collect the artworks and clean the area.

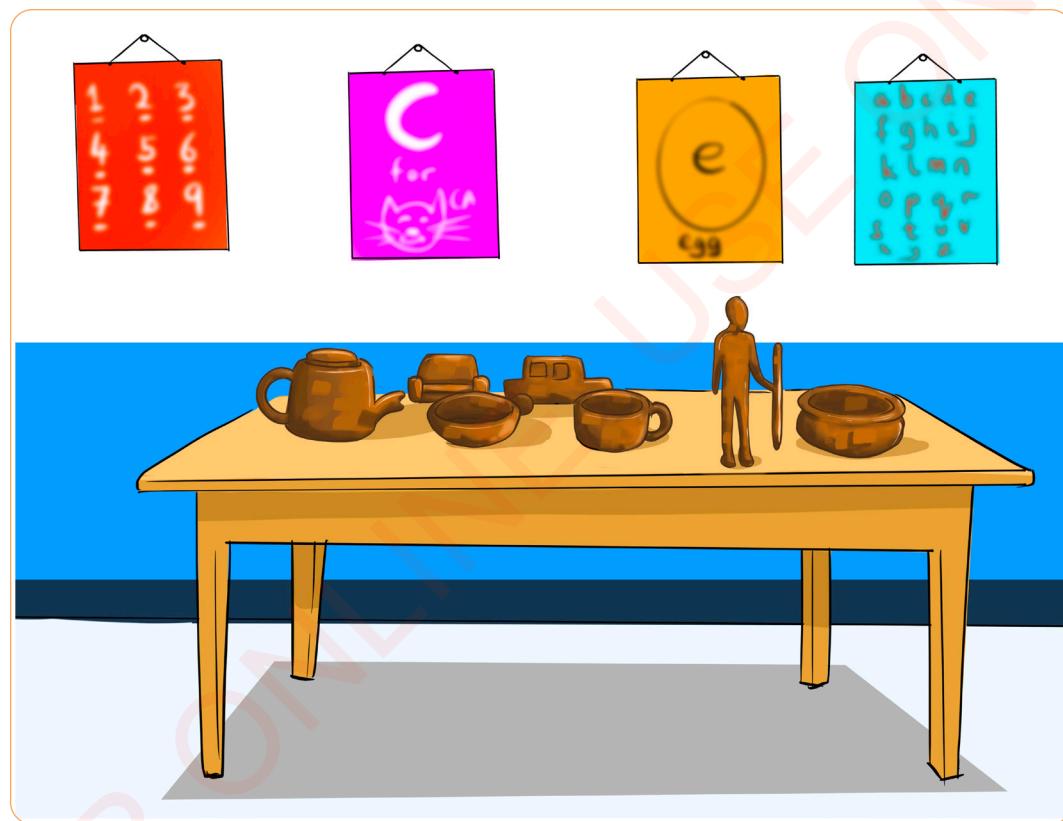


Figure 1: Art exhibitions at the classroom level



Activity 2

Prepare a display of artworks.

- (a) Collect various pictures you have drawn using a pencil.
- (b) Collect objects you modelled by clay.
- (c) Display all the items collected in front of the class for all the pupils to see them.

Singing shows

Singing shows are events where singers can show their singing skills in front of an audience. They take place on special platforms or locations such as schools, concert halls or art galleries. Children or adults can join these shows. In these shows, singers go on stage and sing different songs for educating, entertaining and sending a certain message to the audience. Singing shows can involve singing competitions or concerts aimed at providing entertainment. Singers can sing their own songs or special pre-arranged songs. They can also sing as a group or individual singers. Many people like to attend these shows to enjoy the beautiful voices of singers, sounds of musical instruments, and the messages of various songs. Figure 2 shows singers on stage.



Figure 2: Singers on stage

Things to consider when participating in singing shows

When participating in singing shows, consider the following points.

1. Select a song for the show. It is good to choose a song that you like. It should also have an attractive message. The song should touch the lives of people in the community;
2. Have enough time to practise. The practise should involve vocal exercises and singing. If you are to sing the song as a group, practise singing it with your fellows. Good preparation makes the singer confident.

Therefore, he or she can perform well in front of the audience;

3. Before the show, check the venue or platform that will be used. Do a short test of how you will sing on the day of the show. This testing includes knowing the stage and testing the musical instruments' performance;
4. On the day of the show, have enough time to rest before the show's time. Arrive early at the venue, where the show will be held; and
5. During the performance, express your feeling about the song confidently to send the intended message. If it is a happy song, smile and show your happiness. If it is a sad song, express those feelings with relevant voice or actions.



Activity 3

Prepare a short song with a message for the community. Rehearse singing that song with musical instruments.

Participating in sports competitions

In sports competitions, you need to consider the following:

1. Exercise to prepare your body before participating in the relevant competition;

2. Prepare relevant tools; **DO NOT DUPLICATE**
3. Wear relevant sports clothes;
4. Wear relevant sports shoes;
5. Practise to improve your level of playing the game;
6. Play while obeying the rules of the game;
7. Do not engage in rough play; and
8. Avoid conflict.



Activity 4

- (a) Participate in *rede games*.
- (b) Take part in running competitions with a bottle balanced on your head.
- (c) Take part in running competitions with a lemon on the spoon in your hand.

Vocabulary

Gallery A room or building where people can see works of art

1. Answer items (i) to (v) by choosing the letter of the correct answer.

(i) What are performing arts?

- A. These are arts that use body movements to convey a message.
- B. They are ways of conveying messages through performing traditional dances.
- C. They are forms of entertainment to convey messages to society.

(ii) Which type of performing arts is popular with pupils?

- A. Storytelling
- B. Dramatic poetry
- C. Recitation

(iii) What is the name of the clothes used by actors during performances?

- A. Costume
- B. Make-up
- C. Materials

- (iv) Which group represents wind instruments?
- Drum, marimba and flute
 - Kayamba, manyanga and drum
 - Trumpet, flute and baragumu
- (v) Which material is used to make large flower pots?
- Clay soil
 - Cement
 - Paper
2. Answer items (i)–(iv) by matching the information in **List A** with the types of musical instruments in **List B**.

List A	List B
(i) Wind instrument	A. Kayamba
(ii) Struck instrument	B. Violin
(iii) Stringed instrument	C. Lipenenga
(iv) Percussion instrument	D. Drums

3. Complete the following sentences by filling in the blanks.
- (a) Any instrument that produces sound and makes music interesting is called _____.
 - (b) A form of performing art that uses narration to convey message to the audience is known as _____.
 - (c) A type of traditional game that is played by two people using a device with holes and dice is known as _____.
 - (d) Standard Three Pupils sang the National Anthem in the first voice only. What is this type of singing called? _____.
 - (e) A tool used to remove pieces of stone and dirt when preparing clay soil is called _____.
4. Read the following sentences. Then, write TRUE if the sentence is correct and FALSE if the sentence is incorrect.
- (a) Zeze is an example of struck musical instruments _____.
 - (b) Most pictures are drawn using a pencil only
_____.

- (c) Physical exercise helps to strengthen playing skills and physical fitness _____.
 - (d) Art exhibitions help to develop pupils' creativity and talents _____.
 - (e) If songs are sung without musical instruments, they lose their quality _____.
5. Briefly explain how to do the agility ladder exercise.
6. Explain why, when the middle player catches the *rede ball*, he or she throws it away.

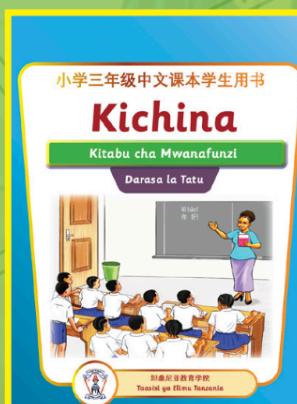
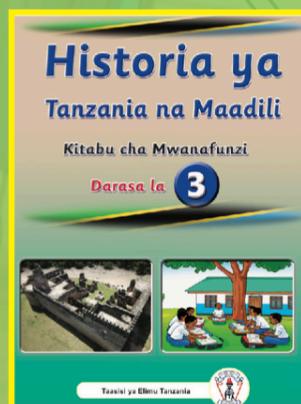
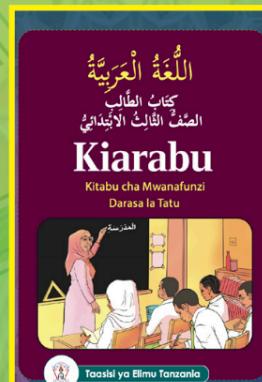
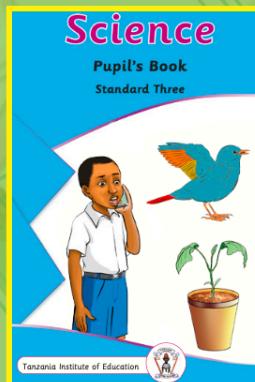
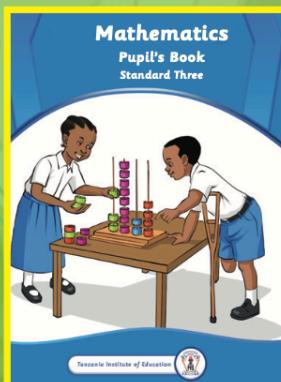
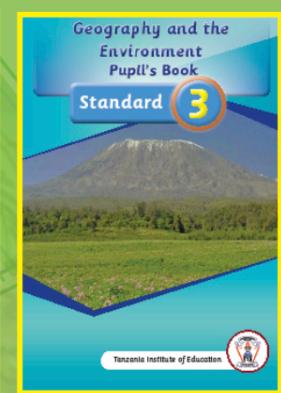
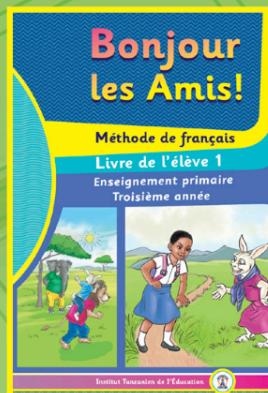
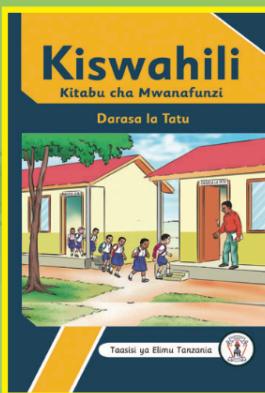
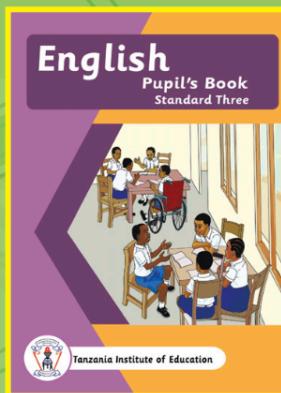
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