

# EXPRESSIVE ARTS NOTES

## FOR STANDARD 7

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## 1. PERSONAL AND GENERAL SPACE

Personal space refers to that space within the reach of an individual

General space refers to the environment within which an individual operates

It may be a small room, large field or cafeteria

Failure to understand personal or general space may result in hardships of some kind

For example, limited personal space may lead to failure to perform an activity effectively

Limited general space can lead to participants bumping into one another

### Components of General Space

There are four components of general space:

1. Levels
  2. Extensions
  3. Floor pathways
  4. Air patterns
- Levels refers to how close to the floor or how far away from the floor one is as he or she moves
  - Extensions refers to locomotor actions. It describes the amount of space a movement patterns uses
  - Floor pathway refers to how people move on the floor
  - Air patterns refers to aerial directions as in netball, volleyball and javelin

**NB,** Personal space is one's area of influence or direct control. It is also called kinesphere

It depends on a number of factors such as size of the person and the type of activity being done

### Artistic Activities within Personal and General Space

1. Dancing
2. Drawing
3. Carving
4. Sculpturing
5. Skiing
6. Jumping
7. Swimming
8. Running
9. Jabbing in boxing

The term 'artistic' refers to the creativity, beauty and excellence in doing an activity, be it physical or non-physical.

## 2. BODY MOVEMENTS

Movements occur always in everyday life.

Most of the daily activities that we do require body movements. For example; cooking and sweeping.

Body movements may also occur in response to a stimulus.

### **Body Movements in Response to Rhythms**

The rhythm is a combination of different lengths of sounds and silences.

### **Examples of Rhythmic Activities in Everyday Life**

- Heart beating
- Clock ticking
- Walking
- Talking
- Running
- Drawing
- Singing songs
- Pounding
- Playing instruments
- Carving wood
- Digging

Sounds and silences can be presented by symbols called musical notes.

There are 5 commonly used notes:







- a) Whole note  
it is oval in shape and has a white note head
- b) Half note  
it is made of a white head and a stem
- c) Quarter note  
it has a black head and a stem
- d) Eighth note  
it has a black head, a stem and a flag
- e) Sixteenth note  
it has a black head, a stem and two flags

Sounds are also known as pitches.







Silences are also known as rest.

Beat is also called pulse.

Musical notes have British and American names.

Note	Note name		Value	How it is said/counted
	British	American		
	Semibreve	Whole note	4 beats/counts	Taa – aa – aa – aa
	Minim	Half note	2 beats/counts	Taa – aa
	Crotchet	Quarter note	1 beat/count	Taa
	Quaver	Eighth note	$\frac{1}{2}$ beat/count	Ta(te)
	Semi quaver	Sixteenth note	$\frac{1}{4}$ beat/count	Tafatefe(for four notes)
	Demisemi quaver	Thirty secondth note	$\frac{1}{8}$ beat/count	

Rest signs and their names

Rest	Rest name
	Whole rest
	Half rest
	Quarter rest
	Eighth rest
	Sixteenth rest
	Thirty secondth rest

## TIME SIGNATURES

A time signature is a set of two numbers at the beginning of a rhythm.

It is written as a fraction such as  $\frac{6}{8}$

The top number shows the number of beats or counts in a bar/measure.

The bottom number shows the name of the musical note that is getting one beat or count.

The most commonly used time signature is  $\frac{4}{4}$  because it is easy to understand and learn.

## STAFF NOTATION

The notation of music consists of staves, clefs, meter or time signature, key signatures and notes of various times which indicate the relative duration of pitches.

Musical notation, therefore, comprises a set of terms and symbols for musical meanings.

i) The staff/stave

This refers to a set of five lines and four spaces on which musical symbols are written to give a melody or a song.

Sometimes when writing music you may need additional lines below or above the staff.

Such lines are called 'ledger lines'. They indicate pitches above or below a staff.

ii) Letter names

The five lines and four spaces have letter names which do not change.

The letters are A B C D E F G.

iii) G and F clefs

These are symbols allocated at the beginning of the staff, on the left end.

G clef or Treble clef identifies the second line from the bottom as line G.

G or Treble clef staff is used for soprano and alto voices in choral music.

The 'F' clef or 'Bass' clef establishes the location of F in the fourth line of the staff.

F clef staff is used for tenor and bass voices.

iv) Bar lines

These are vertical lines on the staff which divide the staff into parts containing equal number of beats.

v) Bar/measure

This is the space between bar lines and containing specified number of beats.

vi) Octave

This is a distance that covers eight musical notes, with the first note being equal in tone to the eighth note, however, lower in pitch to the eighth.

vii) Sol-fa syllables

These are the pitch names: DO RE MI FA SO LA TI DO

viii) Transpose

It means changing a piece of music from one key to another.

For example, from C to F or G or vice versa.

There are various reasons for transposing a piece of music.

The following are some of the reasons:

- when a choir wishes to sing a higher or lower key so as to assist either adolescent boys' or men's voices to sing comfortably.
- When a singer himself or herself wants to sing a song in a higher or lower key comfortably.

ix) Key signature

This identifies which pitch is **do**

It is shown on the staff with sharps or flats.

Here are some examples of keys

Key C      Key D      Key E      Key F      Key G      Key A      Key B

x) Scale

This is the arrangement of notes usually of the same totality, either in ascending or descending order.

Two examples are:-

a) Diatonic scale

This includes eight pitches in major or minor scales. For example, do re mi fa so ra ti do

b) Pentatonic scale

This includes only five pitches in major or minor scale (the fourth and seventh pitches are left out).

For example; do re mi so la do

The terms and signs are shown in the staffs as below:-

G/Treble

Time signature

Octave

Diatonic scale

Double bar line

Key signature (flat)

F  
E  
D  
C  
B  
A  
G  
F  
E  
D  
C

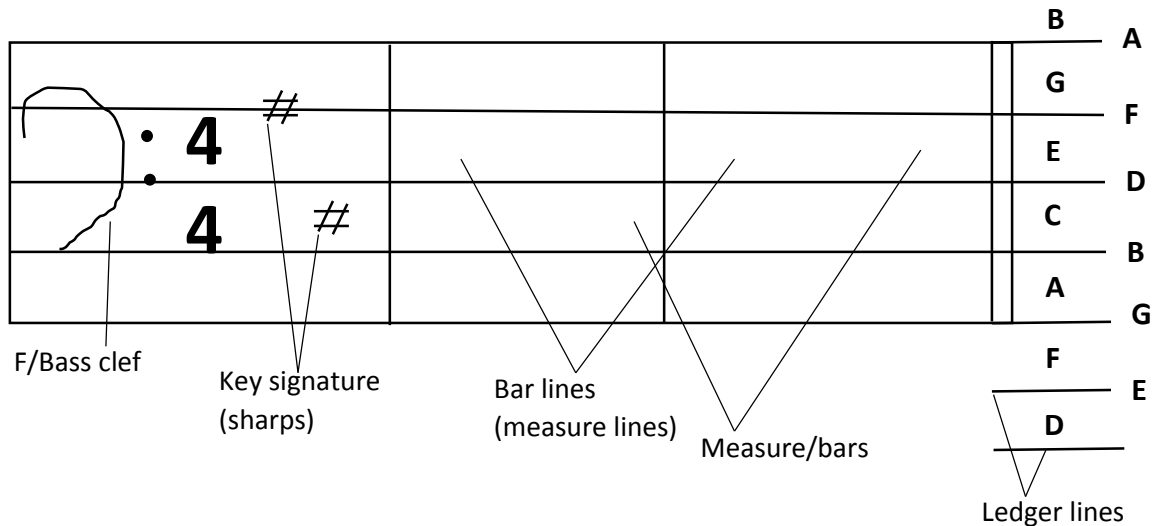
## Key signatures

#  
sharp

□  
natural

b  
flat

## Staffs




## A DOTTED NOTE


A dot takes half the value of any note or rest that it is attached to.

If the value of a quarter note is equal to 1 beat, then a dotted note is equal to 1 beat plus half one beat, so the total value is one and a half beats.


Examples

a)  = 4 beats + ( $\frac{1}{2}$  of 4 beats) = 4 + 2 = 6 beats


This is called 'dotted semibreve' or 'dotted whole note'.

b)  = 2 beats + ( $\frac{1}{2}$  of 2 beats) = 2 + 1 = 3 beats

This is called 'dotted minim' or 'dotted half note'.





c)  = 1 beat + ( $\frac{1}{2}$  of 1 beat) = 1 +  $\frac{1}{2}$  =  $1\frac{1}{2}$  beats.

This is called 'dotted crotchet' or 'dotted quarter note'.

d)  =  $\frac{1}{2}$  beat + ( $\frac{1}{2}$  of  $\frac{1}{2}$  beat)  $\frac{1}{2}$  +  $\frac{1}{4}$  =  $\frac{3}{4}$  beats.

This is called 'dotted quaver' or 'dotted eighth note'.

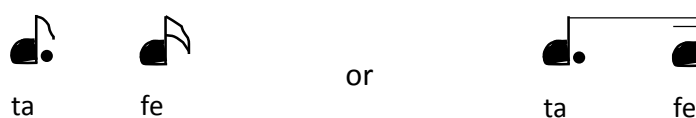


Dotted note	How it is sung/counted when a crotchet = 1 beat
	taa – aa – aa – aa – aa – aa
	taa – aa – aa
	taa – a
	Ta

1 would normally be combined with an eighth note to produce a 2 beat duration. For example;



2 would normally be combined with a semiquaver to produce a 1 beat duration. For example;



## BEAMING NOTES

A beaming note is a line which is used to join two or more notes together.

The number of beams or lines one uses to join the notes will tell the number of flags each one of the joined note has.

For example:-

a.  +  = 

b.  +  +  +  = 



Rhythm patterns can be performed by:-

- Clapping hands
- Tapping on the table
- Playing percussion instruments
- Walking according to rhythm patterns

## MUSICAL TERMS

- i. Beat = equal division of sound or time
- ii. Rhythm = unequal division of sound or time
- iii. Tempo = speed of a song
- iv. Dynamics = loudness or softness of a song
- v. Unison = to sing in one voice
- vi. Attack = to start singing together
- vii. A staff (stave) = a set of five parallel with four spaces on which music notes are written
- viii. Measure/bar = a space between two bar lines
- ix. Bar = any of the sections of equal value in time into which a piece of music is divided and the notes in it
- x. Bar lines = lines written on the staff before and after a measure
- xi. Double bar lines = it is a full stop in music
- xii. Ledger lines = these are extended (extra) lines on a staff
- xiii. Treble (G) clef = it is a symbol written at the beginning of a staff
- xiv. Key signature = it is a starting pitch of a song
- xv. Music = the arrangement of sounds in pleasing sequence or combination to be sung or played on instruments
- xvi. Time signature = it is a symbol which looks like a fraction. The top number represents the number of beats in a measure. The bottom number indicates the type of a note which gets a beat. For example

2	3	4	2	3	6	3
4	4	4	2	8	8	16

- xvii. Clef = a symbol at the beginning of a line of printed music (or stave) showing the pitch of the notes on it
- xviii. Pitch = the quality of a musical note, a voice, et cetera, especially how high or low it is
- xix. Tone = any one of the five larger intervals between one note and the next which, together with two semitones, form an octave
- xx. Semitone (half tone) = half of a tone on a musical scale, for example the distance between C and C# or between E and F
- xxi. Octave = the difference or space between the first and the last in a series of eight notes on a musical scale
- xxii. Note = a single sound of a certain pitch and length, made by the voice or a musical instrument
- xxiii. Note = a sign used to represent such a sound in written or printed music
- xxiv. Note = any one of the keys of a piano, et cetera
- xxv. Tune = a series of musical notes that give a piece of music its main character, making it pleasing, easy to remember
- xxvi. Slur = the mark  or  used to show that two or more notes are to be played or sung smoothly and without a break
- xxvii. Slur = to play or sing musical notes so that each one runs smoothly to the next

- xxviii. Semibreve (whole note) = the longest written musical note in common use equal to two minims in length
- xxix. Minim = a note that last half as long as semibreve
- xxx. Crotchet = a note equal to half a minim
- xxxi. Quaver = a note in music that last half as long as a crotchet
- xxxii. Tie (in written music) = a curved line over two notes of the same pitch that are to be played or sung as one
- xxxiii. Percussion = musical instruments that are played by striking, beating or tapping with a stick, et cetera, for example, drums
- xxxiv. Melody = a piece of music or a song with a clear or a single tune
- xxxv. Melody = the arrangement of musical notes in a pleasant or ordered way
- xxxvi. Sharp (n) = a note raised by one semitone or the symbol used
- xxxvii. Natural (adj) = neither sharp nor flat e.g. B natural
- xxxviii. Sharp (adj) = above normal or correct pitch
- xxxix. Flat (adj) = (used following the name of a note) half a note lower than the specified note. B flat is a semitone below B

## **MIRRORING**

Mirroring is the act of copying actions, words, or expressions of another person

It is a commonly used technique in in physical activities intended to demonstrate a physical movement

Some of the activities that can be mirrored are; - a new step dance, a lay-up in basketball, a tennis serve, including running activities.

## **MIRRORING AEROBICS**

Aerobics are physical exercises done following music

Aerobics is a great medium to develop fitness

### **Types of Aerobics**

i) High impact aerobics

This involves a lot of jumping

ii) Low impact aerobics

This does not involve jumping, but always, one foot has contact with the floor

iii) Step aerobics

This uses stepping up and down from the platform

iv) Tai bo

This uses kicks and punches

Aerobics is different from dance, because the aim of aerobics is to improve fitness while the aim of dance is to develop creativity.

NB. Aerobics is vigorous physical exercises done in order to increase the amount of oxygen taken into the body.

### **3. CONVEYING CULTURAL MESSAGES**

#### **Garments Conveying Cultural Messages**

The different attire that people wear may have a meaning for the specific occasion or function.

For example, in Malawi, the Ngoni are fond of wearing their traditional attire of animal skins and shields to symbolise that they are warriors.

During most weddings, the bride wears white attire to symbolise purity.

During funerals, widows usually wear black attire during the entire mourning period to symbolise sorrow.

During the biblical times, the kings and officials wore sackcloth when something went wrong or when calamity fell on the land.

#### **Sounds Used to Convey Messages**

Some sounds have cultural meanings.

These sounds can be those produced during certain functions and occasions which are understood by the people who share the same culture.

For example:-

- Whistle blowing
- Drum beating
- Mouth whistling
- Bell ringing
- Singing

#### **Posture and Body Movements**

Cultural values can be manifested in many different ways besides attire and dances.

There are certain postures and movements which portray cultural meanings.

For example, when crossing with elders, most cultures recommend the younger one takes off the hat temporarily as a sign of respect.

There are also times when some people clap hands gently and softly when crossing with an elderly person.

Some postures and body movements are squatting or kneeling when receiving or giving items to the elders.

### **Cultural Dances**

Malawi has many cultural dances that have cultural importance for every cultural setting.

Among the well-known dances are Gulewamkulu among the Chewa, Chioda among the Nkhonde, Vimbuza among the Tumbuka, Likwata among the Sena and Jiri among the Lomwe.

Traditional dances are of vital importance.

They depict one's culture in society.

## **4. MULTI-CULTURAL PERFORMANCE**

### **Artistic Activities from Various Cultures in Malawi**

Multi-cultural performances are performances from different cultures.

Malawi has different ethnic groups like the Chewa, Ngoni, Tumbuka, Lomwe and Sena.

Each of these ethnic groups has its own cultural performances.

These cultural performances have any aspects that are similar and different.

These aspects include the attire, instruments used in performances, organisation of cultural performances and the type of performances.

The cultural practices (performances) serve as an identity for a particular tribe or ethnic group.

Malawi has different cultural practices.

These include folk dances and songs.

A folk dance is a recreational or ceremonial dance that is usually performed by members of the community.

For some tribe, a dance could be a form of a ritual.

They believe that a certain dance can make the rain fall, improve harvest and/or awaken the spirits of the dead.

### **Attire for Artistic performance**

In different performances such as in drama, dance or choir, performers wear appropriate attire to suit the performance.

Attire makes the performers look smart and coordinated.

## **5. DESIGNING AND CONSTRUCTION**

### **Musical Instruments Based on Foreign Models**

Materials for making musical instruments:-

- pieces of string
- pieces of wire
- nails
- tins
- hammers
- knives
- metal sheets
- adzes
- hides
- wood
- plastic pipes
- plastic papers

### **Examples of Foreign Musical Instruments**

- guitars
- banjos
- drums
- flutes

### **Garments and Artistic Items Based on Modern Styles**

The art of constructing garments is useful because one can make one's own clothes and those of others.

One can also construct garments which can be sold in order to generate income.

### **Factors to Consider in Garment Construction**

- knowing what is to be made
- size of the wearer
- the amount of fabric to be used
- the designs that are in fashion

## Advantages of Taking Body Measurements

- it helps one to come up with the required size of the garment which fits well
- it also minimises wastage of material

## PAPER PATTERNS

Paper patterns are pieces of paper cut out to the shape of parts of a garment to be made.

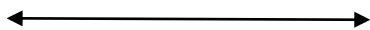
They can be altered to suit body size.

## Pattern Markings

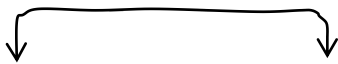
These are markings with particular information and instructions on:-

- \* the number of pieces to be cut
- \* the pieces to be joined together
- \* how to place pattern pieces on the fabric
- \* where to stitch

## Pattern Markings and Their Meanings



Place on the straight grains fabric



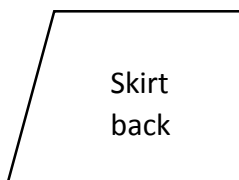
Place on fold of fabric



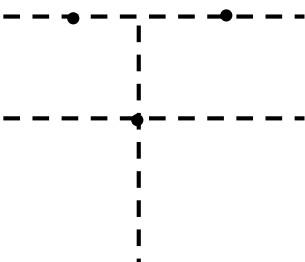
Notches, indicating where two pieces will join together



Stitching line



Cutting line



Dots indicating important positions

### **Materials Required for Making Garments**

- pieces of fabric
- paper patterns
- pair of scissors
- tape measures
- pressing irons
- a clean table or mat
- pins
- sewing needle
- thread
- pieces of paper
- elastic

### **Macramé**

Macramé is the art of knotting (tying strings or fibres) to produce decorative and functional articles.

#### **Two Basic Knots in Macramé**

- A) half knot (or half hitch)
- B) flat knot (the reef hitch or weaver's knot)

#### **Produce from Macramé**

- belts
- book bags
- flower vase holders
- flower pot holders
- wall hangings

### **Materials for Making Macramé Items**

- knives
- hoes
- sisal fibre
- tree bark fibre
- banana sheath
- mlulu
- chilambe



- namgoneka

### **Marketing/Advertising the Artworks**

- word of mouth
- newspapers
- radio
- television
- internet
- posters

### **Ways of Storing Artwork**

- keep the artwork away from heat sources such as fireplaces and heaters
- cover the artwork with a clean piece of cloth
- place the artwork on acid free boards
- keep artwork away from direct sunlight
- avoid storing artwork on concrete floors or walls
- avoid storing artwork in attics and basements

### **Drama Based on Foreign Plays**

Drama is acting out situations in order to inform, entertain and educate the audience.

#### **Types of Plays**

- I) tragedy
- II) comedy

Tragedy is a play with a sad ending.

Comedy is a play with a happy ending.

When dramatising such plays, the actors and actresses should appear real.

Firstly, this can be achieved through the use of visual aspects such as:-

- scenery
- costume
- props
- lighting
- make up

Secondly, this can be achieved through sound effects such as:-

- physical (vocal, feet, hands, coughs, sneezes)

- percussions (drums, chimes, xylophones)

The purpose of this is to make the audience see and hear the play.

## **6. PERFORMING DANCES**

The Malawian society performs a lot of cultural dances.

### **Occasions When Dances Are Performed**

- \* Festivals
- \* Funeral ceremonies
- \* Weddings
- \* Installation of chiefs
- \* Initiation ceremonies

### **Significance of the Dances**

- \* they promote identity of an ethnic group
- \* they help in disseminating important messages
- \* they promote one's culture
- \* they promote oneness
- \* they promote obedience
- \* they promote respect
- \* certain dances are believed to make rain fall, improve the harvest or awaken the spirits of the dead

## **MUSICAL INSTRUMENTS**

Most of the songs and dances are accompanied by musical instruments.

There are two types of musical instruments

These are:

- i. tuned musical instruments
- ii. untuned musical instruments

Tuned musical instruments such as the banjo and the guitar produce different pitches

Untuned musical instruments such as chisekese and xylophone, rattles, rasp (nkhwende) produce a fixed pitch.

Musical instruments can be sold and generate income.

However, the making of musical instruments can have a negative impact on the environment.

The excessive use of trees without replacing them can lead to deforestation, siltation in rivers and degradation of the land (land degradation).

### **How Musical Instruments are Played**

- plucking
- beating
- blowing
- stroking
- pressing
- shaking

### **LOCAL DANCES**

Local dances are traditional dances that are performed in the communities.

### **Occasions When Local Dances are Performed**

- Festivals
- Funeral ceremonies
- Weddings
- Installation of chiefs
- Initiation ceremonies

### **Contemporary Dancing Styles**

Most of the Malawian traditional dances have cultural values and a history.

However, most of Malawians, particularly the youth, do not participate in these cultural dances.

### **Reasons for Youth Not to Participate in Traditional Dances**

- i. They look at them as outdated
- ii. They look at them as boring
- iii. They look at them as out of fashion

Malawi is also flooded with a lot of contemporary dances.

### **Some Contemporary Dances**

- Reggae
- Kwasakwasa
- Ndombolo

- Kwaito

### **Contemporary Dancing Styles**

- Kwasakwasa involves a lot of waist wringing
- Kwaito has flexible and quick foot movements.

These foreign dancing styles have influenced the way people perform the local dances.

The people combine the foreign dancing styles with the original styles with the original styles to improve their performance.

## **7. SELF EXPRESSION THROUGH POSTERS, DANCES, SONGS AND PLAYS**

### **Posters on Various Themes**

Posters are useful in the dissemination of information on a cross-cutting issues

### **Qualities of a Good Posters**

- \* Should look attractive
- \* Should be coloured
- \* Words should be bold
- \* Information should be brief
- \* Information should be clear

### **Importance of Posters**

- \* Can be used for advertising your business
- \* Self-made posters can be sold to generate income
- \* It is cheap to produce locally

### **Materials for Making Posters**

- \* Chart paper
- \* Lead pencils
- \* Coloured pencils
- \* Crayons
- \* Marker pens
- \* Paint brushes
- \* Rubbers
- \* Local paints
- \* Old cement bags

## **CROSS-CUTTING ISSUES**

Cross-cutting issues are challenges that affect many people and cause great concerns

### **Examples of Cross-Cutting Issues**

- \* HIV and AIDS
- \* Environmental degradation
- \* Pollution
- \* Corruption
- \* Violation
- \* Democracy

### **Dances on Cross–Cutting Issues**

The school can perform dances where songs contain messages on issues concerned.

The dances and songs are a form of entertainment to draw people’s attention as they listen to messages

### **Dances performed by men and women**

- \* Manganje
- \* Makhanya
- \* Tchopa
- \* Masewe
- \* Ingoma
- \* Utse

### **Dances performed by men only**

- \* Beni
- \* Malipenga
- \* Mganda
- \* Gulewankulu

### **Dances performed by women only**

- \* Chintali
- \* Chinamwali
- \* Chiterera
- \* Msindo
- \* Uyen

### **Songs on Cross-Cutting Issues**

Songs, like dances, play an important role in conveying messages on cross-cutting issues

Singing and dancing together offer entertainment to motivate the target audience while receiving messages by passed on

### **Plays on Cross-Cutting Issues**

The messages on cross-cutting issues are easily passed on to an audience through plays.

A play is a form entertainment intended to attract the attention of the audience while the messages are passed on.

## **8. ARTISTIC SKILLS AND MOVEMENTS**

Most of the activities that we do require movements

These movements require skills

A skill is a talent that an individual shows when doing something.

Most of the skills that individuals have are either learned or inborn.

There are various artistic activities that are popular these days

These are known as contemporary artistic activities

The common examples of artistic activities are songs and dances.

Various materials found in the local environment can be used for artistic activities

### **Items for Artistic Activities**

Every individual has skills that are either acquired or inborn.

Possessing these skills is very important because individuals that possess them often become successful in whatever they do.

The production of posters, carvings, models, woven items and knitted items require these skills.

### **Making Posters**

#### **Posters on Various Themes**

Posters are useful in the dissemination of information on a cross-cutting issues

#### **Qualities of a Good Posters**

- \* Should look attractive

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- \* Crayons
- \* Marker pens
- \* Paint brushes
- \* Rubbers
- \* Local paints
- \* Old cement bags

### **Carving Artistic Items**

- Wooden spoon
- Wooden cooking stick
- Axe handle
- Hoe handle
- Statue

### **Materials for Carving**

- Wood
- Soapstone
- Glue
- Glass paper
- Water paper
- Axes
- Panga knives
- Machete
- Saws
- Gouges
- Chisels
- Rasps

- Mallets
- Scrapers
- Adzes
- Stones
- Hammers

### **Forms of Carvings**

- i. Abstract carvings
- ii. Stylish carvings
- iii. Naturalistic carvings

### **Characteristics of each type of carvings**

- A. Abstract carvings  
Abstract carving does not have a definite form  
It can be interpreted differently by different people
- B. Stylish carvings  
Stylish carving has a definite form  
However, some parts are exaggerated deliberately  
For example, a carving of a poem with a protruding chin
- C. Naturalistic carvings  
Naturalistic carving has a form which looks definite or real

### **Modelling**

#### **Materials for Modelling Various Items**

- \* Glass
- \* Pieces of wire
- \* Cartons
- \* Sisal
- \* clay soil
- \* grass
- \* papers

#### **Items that can be Modelled**

- \* aeroplanes
- \* cars
- \* animals
- \* people
- \* train
- \* surrounding



- \* house

## **Weaving**

Weaving is the interlocking of warps and wefts.

The warp is the set of strands which are laid across the loom at the beginning of weaving.

The weft is the pattern of strands woven in and out of the warp.

### **Types of weave**

1. check weave
2. twill weave

### **Materials for Weaving Various Artistic Items**

- \* palm leaves
- \* bamboo leaves
- \* pieces of reed
- \* sisal
- \* grass
- \* creeping stems
- \* knives
- \* razor blades
- \* needles

### **Produce from weaving**

- \* mats
- \* baskets
- \* chairs
- \* shopping bags
- \* school bags

## **Knitting**

### **Materials for Knitting Various Artistic Items**

- sisal
- yarn/thread
- cloth
- needles
- bamboo sticks
- bicycle spokes

## **Basic knitting stitches**

There are two basic knitting stitches:

- a. knit stitch
- b. purl stitch

All patterns are formed based on variations of these two stitches

## **Patterns of Stitches**

- i. garter stitch  
This stitch can be used in making knitted belt, scarfs or baby blankets
- ii. stocking stitch  
This stitch is often used to knit stockings and pencil bags
- iii. moss stitch  
This stitch is a combination of knit and purl stitches done in the same row
- iv. rib stitch  
This stitch forms the border of many knitted garments' edges such as the sleeves, necklines and the edges

### **Knitting Abbreviations**

K= knit

P= purl

Rep = repeat

Sts = stitches

Wfd = wool forward

St = stocking stitch

Alt = alternate/alternative

Pssso = pass slip stitch over

## **Products Made from Knitting**

- belts
- scarfs
- baby blankets
- stockings
- pencil bags
- cardigans

## **9. SELF EXPRESSION**

There are many ways in which individual express through music

One most common feeling expressed through music is an expression of joy or happiness.

It is possible for the composer to create a mood of the song – to make it sound jovial or sad

There are symbols that one may use when composing song

These are called music notations

Good and quality musical sound is a result of good voice production.

Good voice production comes through practice of number of musical related exercise.

There are many activities we can do continuously to develop good voice production

Some of the exercise that one can do are as follows:

- A. Open the mouth wide enough to insert two fingers side by side in the mouth
  - This involves control of jaws rather than the lips alone.
- B. Take a day breath and say or sing oooooo, uuuuuuuu and aaaaaaa – repeat this several times.

Diction is the articulation of words clearly

When singing one conveys a message. Therefore, there is need to say the words clearly so that the message is clear.

## **RECORDING SONGS**

Recording a song can be done at:

- i. The musical studio
- ii. In the homes

Recording a song should be done in an appropriate place or room that is free from noise and wind

Recording the song several times to get the right quality that is required

## **Composing Instrumental Music**

Composing instrumental music involves musical instrument without words.

This can be done by playing one instrument or many instruments

The most important factor to consider for instrumental music is to create room for each instruments to be heard clearly

There has to be times where one instrument is played louder than the rest

One can also use handclapping, tongue, clicking, finger snapping as musical instrument besides the drums and other musical instruments

However avoid overcrowding the song with instruments

### **Skills for Professional Sporting Careers**

A skill can be defined as a way to do something

#### **Identifying various sporting careers**

- Football
- Netball
- Volleyball
- Basketball
- Coaching
- Tennis
- Boxing
- Athletics

#### **Various Skills in sporting carriers**

##### **a) Football**

- Punting
- Scoring
- Attacking
- Defending
- Marking
- Dribbling
- Heading
- Agility
- Jumping
- shooting
- Balancing
- Communication
- Positioning
- Saving (goalkeeper)
- Throwing
- Controlling the ball
- Passing
- Running
- Decision making
- Leadership
- Composure
- Vision
- Intelligence
- Resistance

- Power
- Strength
- Stamina
- Sprinting
- Pace

b) Netball

- Attacking
- Defending
- Catching
- Throwing
- Scoring
- Dodging
- Shooting

c) Volleyball

- Serving
- Blocking
- Digging
- Passing
- Spiking

d) Basketball

- Dodging
- Dribbling
- Shooting

e) Boxing

- Jabbing

## **PLAYS FOR THE PUBLIC PERFORMANCE**

When writing plays for the public performance the play writer should consider the audience first

The target audience will determine the theme and characteristic to be in the play.

For example, if one is writing for the school going youth, the basic ideas should suit the age and type of students.

Likewise when one is writing for the community, one should have a picture of what kind of community it is, what its likes and dislikes are, what the people's beliefs are and educational levels

Therefore, factors to consider when writing a play for public performance are:

- Target audience
- People's beliefs
- Educational levels
- Likes
- Dislikes
- Cultural background
- Age

Whatever audience you are writing for, ensure that there is a theme (the basic idea you want to pass), a realistic plot (story line) and characters (people in the play)

When acting out, make sure you create a conflict

The audience should be kept in suspense up to the end, but towards the end the audience should see the climax and get resolutions of the climax.

A climax is the point of the story at which the interest is highest.

This comes somewhere near the end and after this there are resolutions.

### **Drawing Pictures for Sale**

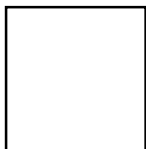
Drawing is a means of expressing and communicating one's feelings.

Drawing is an arrangement or organisation of lines to make basic shapes.

The drawings may be two dimensional or three dimensional.

### **Examples of Two Dimensional Drawings**

- Circles
- Ovals
- Rectangles
- Squares

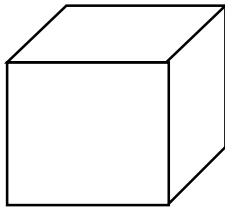


- Parallelograms
- Quadrilaterals

### **Examples of Three Dimensional Drawings**

- Eggs
- Boxes
- Tables

- Houses
- Animals
- Human figures
- Dice
- Cubes



Some of these may be traced using paper, transparent plastic sheets and perforated picture outlines.

Three dimensional drawings can be formed by shading the two dimensional drawings.

Shading makes them look solid.

Drawings or pictures for sale should look attractive.

In order to achieve this, painting or colouring is done to add beauty.

After colouring, the items can be costed, advertised and sold.

### **Factors to Consider When Costing**

- Quality
- Quantity
- Durability
- Demand
- Supply

### **Importance of Advertising**

- It helps to increase sales
- It helps producers to know their competitors and plan accordingly to meet up the level of competition
- It helps in making people aware of the new product
- It helps creating goodwill for the company and gains customer loyalty after reaching a mature age
- It helps educating people
- It helps people find the best products for themselves

## **10. ARTISTIC ACTIVITIES FOR ECONOMIC EMPOWERMENT**

Activities such as making the costumes and drama performances can be a source of income.

The production of costumes for various activities requires the identification of suitable materials, taking of appropriate body measurements and cutting out of suitable patterns.

### **Materials for Making Different Costumes and Sports attire**

- Cloth/fabric
- Sewing needle
- Sewing thread
- Pairs of scissors
- Razor blades

### **Taking Body Measurements**

Body measurements can be taken form:

- i. The waist  
Measure at your waist under the hip bone
- ii. Hips  
Start at the hip level on one side, then capture the middle of the groin before wrapping around the opposite side
- iii. Chest  
Wrap the tape high under the armpits around to the front of the chest
- iv. Thighs  
Measure at the highest point of the thigh, under the pubic bone
- v. Calves  
Measure at the thickest point of the calf, typically half way between the knee and the ankle
- vi. Upper arm  
Wrap the tape measure around the biceps half way between the armpit and the fold of the elbow
- vii. Shoulder  
Measure the shoulder line from the back

### **Importance of Taking Body Measurements**

- It determines the size of the fabric to be bought
- It also tells the size of the costume to be made
- It avoids wastages of materials
- It avoids wastage of money



## **11. SELF EXPRESSION THROUGH ART**

Expression and communication can be done in various ways.

It can be done through speaking, writing, gestures and artefacts.

The communication without speaking is called non-verbal communication.

### **Making Different Items**

Different items can be done in different ways.

### **Making Hunting Tools**

The following are tools for hunting:-

- i) Spears
- ii) Bows
- iii) Arrows
- iv) Clubs
- v) Catapults
- vi) Guns

Some of the hunting tools are made by carving. For example, clubs

### **Decorating Items**

The following are methods of decorating hunting tools:-

- i. Tattooing
- ii. Burning
- iii. Stamping

Clay work, like pots and flower pot holders can be decorated by:-

- Tattooing
- Incising or engraving
- Stamping or impressing
- Polishing or burning
- Colouring or staining
- Coiling

### **Body Shapes and Movements**

Different body movements can convey specific messages.

For example. A person might use a wave rather than saying “hello”.

Or nod their head in agreement, which may mean “yes”.

The body movements can be useful in expression and communication because they are a quick way to convey thoughts and feelings without speaking or writing.

The identification of the messages to be expressed and communicated by the body movements is important in every social setting.

This is so because it enhances cooperation and a caring spirit among the members of the community.

### **Feelings and Ideas which can be Expresses and Communicated through Body Movements**

- Sadness
- Happiness
- Hunger
- Sorrow
- Farewell
- Invitation
- Denial
- Consent/agreement
- Welcome

### **Drawing Pictures**

Drawing is a means of expression and communication which uses visual images to pass on information to the reader.

The drawings can contain a lot of information as much as writing.

Pictures convey messages quicker than writing.

### **Materials for Drawing Pictures**

- Pencils
- Papers
- Charts
- Paint
- Crayons

## **12. ARTISTIC PERFORMANCE**

### **Items to Meet Personal and Community Needs**

Different people need different items in their lives.

Some of the items can be purchased from shops while others can be made.

Producing your own items can help you to cut down the costs which you could have made in the course of purchasing the items (save money)

On the other hand, producing items to meet other people's needs becomes a source of income to the producer.

Some of the items that one can make are garments, household items and safety equipment.

### **Plaiting different Items**

Plaiting is weaving strands of hair, rope and so forth together to make a plait.

Plaiting is the interlocking of three or more strands.

Three strands can be used for making ropes for table mats or tying goats and mesh for hair.

More strands can be used for making mats.

### **Resources Required for Plaiting Different Items**

- Sisal fibre
- Reed
- Palm leaves
- Pieces of bamboo
- Bark fibre
- Pieces of string
- Pieces of cloth

### **Produce from Plaiting**

- Baskets
- Table mats
- Door mats
- Ropes
- Mesh hair

### **Risks in Using Equipment**

The table below shows sources of risks in various sporting and artistic activities

ACTIVITY	SOURCE OF RISKS
Weaving	Equipment such as bamboos and chisongole
Knitting	Equipment such as knitting needles
Sewing	Equipment such as sewing needles and pressing iron
Carving	Tools such as adzes (kasemasema)

Athletics: track events (running activities. For example, relay race and cross country)	Small running lanes, stones, litter, sharp objects, bricks, rough surfaces, lack of warm up and cool down activities
Athletics (throwing events) for example, javelin, discus, shot put	Poor condition of equipment, poor handling of equipment and slippery and rough surfaces
Ball games	Sports surfaces in poor conditions, lack of warm up and cool down activities, wrong pressure and size of balls, poor condition of balls

### Strategies for Reducing Risks

- Doing warm ups and cool downs
- Thrower should always be in front of others
- Clear the area where the activity will be done
- Always use equipment that is in good condition
- Store and keep equipment safely after use to prevent wrong use
- Proper handling of sharp tools, for example, needles
- Wearing a thimble when sewing
- Proper sharpening of tools
- Splitting and processing bamboos with care in weaving

The table below shows strategies that can be used to reduce risks

ACTIVITY	RISKS	STRATEGY THAT CAN BE USED TO REDUCE RISKS
Playing ball games	Getting fractures, cuts and scratches	<ul style="list-style-type: none"> <li>- Referee should control the game</li> <li>- Referee should give penalties for bad play</li> <li>- Plant grass on bare ground</li> <li>- Remove anthills and stones from the ground</li> <li>- Fill ditches and holes on the ground</li> </ul>
	Ball hitting players	<ul style="list-style-type: none"> <li>- Cut all grass for the balls to run smoothly</li> <li>- Goalkeepers wearing protective wear</li> <li>- Make the ground flat</li> </ul>
	Players hitting each other	<ul style="list-style-type: none"> <li>- Strictly observe the rules of the game</li> </ul>
Sewing	Needle pricking ones finger	<ul style="list-style-type: none"> <li>- Use a thimble to protect the middle finger when sewing</li> </ul>
	Needle pins piercing others or oneself	<ul style="list-style-type: none"> <li>- Put pins or needles on a pin cushion</li> <li>- Point the needle towards your own body when sewing</li> </ul>
	Cutting oneself or others	<ul style="list-style-type: none"> <li>- Cut away from others</li> </ul>

		- Handle scissors or razor blades properly
	Burning oneself or others	- Put pressing iron on a stand after every pressing - Remove charcoal after use - Switch off and plug off the electric iron after use - Proper storage
Athletics	Hitting one another due to bunching (many people being together without enough personal and general space)	- All races of one lap for example: 100m, 200m should be run in lanes - Runners should be well spaced and limited in number - Obey the rules
	Collapsing	- Breathe through the nose when running - Do cool down activities
Carving	Getting cuts or tears	- Sharpen equipment away from your body - Place tools in safe places - Hold tools firmly when sharpening them

The table below shows some of safe practices in different activities

ACTIVITY	SAFE PRACTICES
Javelin	- Walk with the javelin in vertical position to the playing field - Put a cork or a protective cloth on both ends of the javelin when not in use
Discus	- Use discus without cracks and worn out reams - Create adequate space between thrower and others
The shot	- Hold the shot with a firm grip
Jumping events	- Have a soft landing area
Athletics	- Adequate preparation - Use lanes when running - Ensure learners are well spaced in races of more than one lap - Count all learners before and after long runs - Provide transport behind the runners in long distance running
Basketball	- Minimise contacts among players
Netball	- Observe rules of the game - Umpires should ensure fair play
Volleyball	- Playing field should be dry - Use approved balls

	<ul style="list-style-type: none"> <li>- Avoid treading on the ball</li> <li>- Spikes should be empty part of the court</li> </ul>
Field hockey	<ul style="list-style-type: none"> <li>- Cut grass on the pitch</li> <li>- Provide goalkeepers with protective clothing</li> <li>- Use sticks that are in good condition</li> </ul>
Football (soccer)	<ul style="list-style-type: none"> <li>- Avoid dangerous play</li> <li>- Referees should be strict in the game</li> <li>- Cut grass on the field of play</li> <li>- Ensure the field is free of risks</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>- Use clothing that allows free movement</li> <li>- Proper supervision of the activities</li> <li>- Give activities according to the age of the learners</li> </ul>

### **Importance of Carrying out a Market Research**

- To understand what people's likes are
- To discover where particular artefacts are popular
- To convince people that they will not regret after buying the artefacts

### **Marketing Skills**

- Carrying out a research
- Costing the artefacts
- Displaying them
- Marketing them

## **GLOSSARY**

Act (v) = to perform a part in a play or film

Actor (n) = a person who acts on the stage, on TV or in films

Aerobics = vigorous physical exercise done in order to increase the amount of oxygen taken into the body

Agile (v) = able to move quickly and easily; active

Art = the expression of human creative talent, especially in a natural form

Attack = kill

Audience (n) = a group of people who have gathered together to hear or watch somebody or something

Breadth (n) = the distance or measurement from side to side; width

Burn (n) = a mark caused by fire

Burnish (v) = to make metal smooth and shiny by rubbing; to polish something

Carve (v) to form something by cutting away material from wood or stone

Carve = to cut solid material in order to form something

Carve = to write something by cutting on a surface

Carving (n) = a carved object, especially a work of art

Cast (n) = all the actors in a play, etc.

Cast (v) = (in knitting) to put the first line of stitches on a needle

Cast (v) = to choose actors to play parts in a play, film, etc.

Cast (v) = to give somebody a part in a play, etc.

Chikule = red soil

Chiziro = black soil

Coil (v) = round something up, to wind or twist oneself or something round and round in circles or loops

Colour (v) = to put colour on something, for example, with coloured pencils, paint, etc.

Colouring (n) = the action of putting colour of something

Composure = ability to control the game at any critical situation in the match

Contemporary (adj) = of the present time; modern; of the latest time; new

Costume (n) = clothes worn by actors during a play

Decision making = determine in advance what to do

Depth (n) = the distance from the front to the back

Depth (n) = the distance from the top down

Dimension (n) = a measurement of any sort, for example, breadth, length, thickness, height, and so forth

Dimensional (adj) = having the specified number of dimensions

Draw (v) = to make pictures or a picture of something, with, for example, a pencil or chalk but not paint

Effects (n) an impression created in the mind of a spectator, reader, etc. while watching a play, listening to music or looking at a painting

Engrave (v) = to cut or carve words, designs, etc. on a hard surface

Flexible (adj) = that can bend easily without breaking

Gluten (n) = a sticky substance that is left when starch is removed from flour

Groin (n) = the groin is the junctional area between the abdomen and the thigh on either side of the pubic bone

Height (n) = the measurement from the bottom to the top of a person or thing

Hem (n) = the edge of a piece of cloth which has been turned under and sewn

Impression (n) = a mark left by pressing an object hard into a surface

Incise (v) = to cut words, designs, etc. into a surface

Intelligence = game understanding

Interlock = to fasten or to be fastened firmly so as not to come apart accidentally

Knit = to make garments, etc. by creating rows of connecting loops of, especially, wool thread, using long metal, plastic or wooden needles

Leadership = able to guide the youngsters in the field and be able to motivate and inspire others

Length (n) = the amount something measures or extends from one end to the other

Lighting (n) = equipment for providing light for a room, building

Lighting (n) = the arrangement or effect of lights

Loom = a machine for weaving cloth

Make up (v) = to put powder, lipstick, etc. on the face to make it more attractive or to prepare it for an appearance in the theatre, on TV, etc.

Model (n) = a representation of something, usually smaller than the original

Outline (n) = a line or lines indicating the shape or outer edge of something

Outline (n) = to draw or mark the outer edge of something

Pace = to set the rate or speed at which something happens or develops

Percussion = musical instruments that are played by striking, beating or tapping with a stick, etc., for example, drums

Perforate (v) = to make a hole or holes through something



Polish (v) = to make something smooth and shiny by rubbing, especially after first putting on a special substance to produce this result

Props (n) (*also* property) = a movable object used on a theatre stage, in a film, etc.

Punt (v) to kick a football after it has dropped from the hands and before it reaches the ground

Purl (*also* purl stitch) (n) = a stitch in knitting that produces ridges on the upper side

Purl (v) = to knit something in purl stitch

Rasp = an unpleasant harsh sound

Scene (n) = a place represented on a stage of a theatre

Scenery (n) = painted background used to represent natural features or buildings, and so forth

Scenery (n) = the natural features of an area, for example, mountains, valleys, rivers and forests

Set (n) = a stage or place where a play or film is performed

Set (n) = the scenery used for a play, film, and so forth

Setting (n) = the place and time at which a play, novel, etc. is set

Setting = used to receive a teammate's pass in order that the play may continue by passing the ball overhead to an attacker

Sew = to make stitches in a cloth with a needle and thread

Skill (n) = the ability to do something well

Solid (n) = (geometry) having three dimensions i.e. length, width and thickness

Spiking = striking

Stain (v) = to leave or make coloured patches or dirty marks on something, especially ones that are difficult to remove

Stamp (v) = to print the date, letters, a design, etc. on paper, cloth or some other surface

Stamping (n) = a design, words, etc. made by stamping something into a surface

Strength = to resist tackles

Strip = a long piece of something i.e. a strip of paper

Style = manner of doing, performing, or presenting something

Talent = a natural skill or ability at something

Talent = a person or people with natural skill or ability

Tattoo (noun) = a picture or pattern on a person's skin made by making small holes in it and filling them with coloured dye

Tattoo (verb) = to mark somebody's skin with a tattoo

Thick (n) = having a relatively great distance between opposite surfaces or side

Three dimensional (adj) = having or appearing to have or relating to the dimensions of length, width and depth

Trace (v) = to copy a map, drawing, etc. by drawing on transparent paper placed on it

Two dimensional (adj) = have dimensions of height and width only

Two dimensional (adj) = having or appearing to have length and breadth but no depth

Vision = ability to see build-up play ahead to others or ability to see a pass or awareness of players around you

Warp = (in knitting) the threads on a loom over and under which other threads (the weft or woof) are passed to make cloth

Weave = to make fabric, etc. by passing threads or strips across, over and under other ones, by hand or on a machine called a loom

Weft = the threads woven across, over and under the threads lying on the loom

Wriggle = to twist and turn with quick short movements

**NB:** n = noun, v = verb, adj = adjective

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