VICTORY

CREATIVE ARTS
& DESIGN

for

JUNIOR HIGH SCHOOLS

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Based on the
New Curriculum

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DESIGN IN NATURE AND MAN-MADE ENVIRONMENT

LESSON 1: THE MEANING OF DESIGN

In this lesson, we are going to learn the meaning of the word "design" as we use it in our daily lives. We will also learn the importance of design and the role it plays as a medium for creative expression in nature and the man-made environment.

In our daily lives, you will sometimes see your friend's dress and exclaim "Woww! Your dress is beautiful, I like the design." Sometimes too you will see a car pass by you and you will say, "I like the design of the car." In other times too, you will see a building and you will admire the design.
What about the design of the video game that you love so much?

The things we admire in our daily lives because of their design are countless. What do we usually mean when we say the design of something is beautiful? What is design?

As you think of answering the above questions, let us see what writers say about design.

The word 'design' in the *Longman Dictionary of Contemporary English* has the following meanings:
A) As a noun, it means:

1. A drawing or pattern showing how something is to be made;
2. The art of making such drawings or patterns;
3. The arrangement of parts in any man-made product, such as a machine or work of art, as this influences the product's practical usefulness;
4. A decorative pattern, especially one that is not repeated;
5. A plan in the mind.

B) The word design is also used as a verb with the following meanings:
1. To make a drawing or pattern of (something that will be made or built); develop and draw the plans for;
2. To plan or develop for a certain purpose or use.

Depending on the field of work we are talking about, design can have many different definitions. Most generally, "design" is a process for deliberately creating a product to meet a set of needs.

Also, great designers and practitioners have come out with their own definition of design. Owen says "Design is a profession that is concerned with the creation of products, systems, communications and services that satisfy human needs, improve people's lives and do all of this with respect for the welfare of the natural environment".

Generally speaking, it is the process of planning the creation of objects, interactive systems, buildings, vehicles, etc. Design is about creating solutions for people, physical items or more abstract systems to address a need or a problem.

From the above, we can learn that "Design" does not have only one meaning because it is a very broad area and its meaning can vary from one field to another.

Therefore, the meaning of design depends on how you explain it to be.

From the introduction, we have come to understand that the cities people live in, the clothes people wear, places where people work, parks where people play, even the objects people use to accomplish their different tasks are all designed.

THE IMPORTANT OF DESIGN

The important aspects of design study lead to acquiring necessary knowledge of subject matter, a common ground for creativity, aesthetic awareness, function and self-expressions.

The importance of design includes the following:

1. Art and design "develops creative thinking."
2. It is a desirable skill set out for self-employment.
3. By engaging in design we "enhance our visual ability."
4. Design provides an easy means of communication and self-expression.
5. Learners can "generate absolute joy" of gaining an evidence-based skill whenever a design task is successfully executed.
6. It allows the development of workshop habits and sense of responsibility by working in groups.
7. Design can also be used for intensifying aesthetic awareness and appreciation of indigenous art and local materials.

8. Doing art and design increases the learner's attention span, tolerance, commitment and interpretation of facts.

9. Art and design holds diverse lucrative career options such as, teaching; art and design and working as a landscape decorator, interior, fashion and furniture designer.

10. Equips learners with appropriate skills for self-employment.

THE ROLE OF DESIGN

There are a variety of activities for which design is the central work. These include:

1. **Object design** in areas such as product design, fashion, transportation, appliances, electronics, toys, etc.
   Examples of object design are shown below:

Example of Fashion design

Class   Object

Blueprint of a car   Car
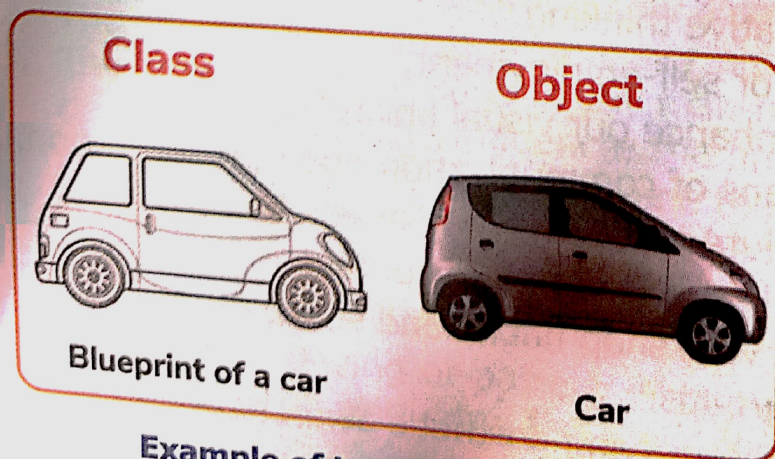
Example of transportation design

Example of home appliance design

2. **Environmental design** in areas such as architecture, landscape, interior, urban planning, exhibit design, etc. See the picture below:
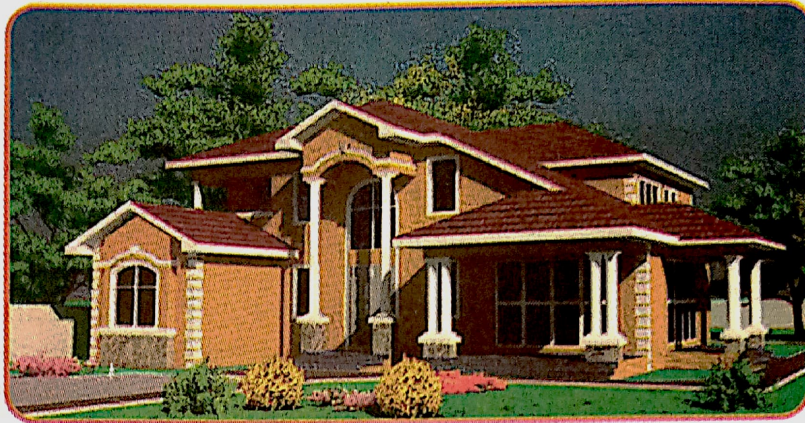
Example of architecture design (building design)

3. **Systems design** in areas such as integrated communication systems in personal communication devices, air handling systems in architecture, etc. Below is a picture of systems design.
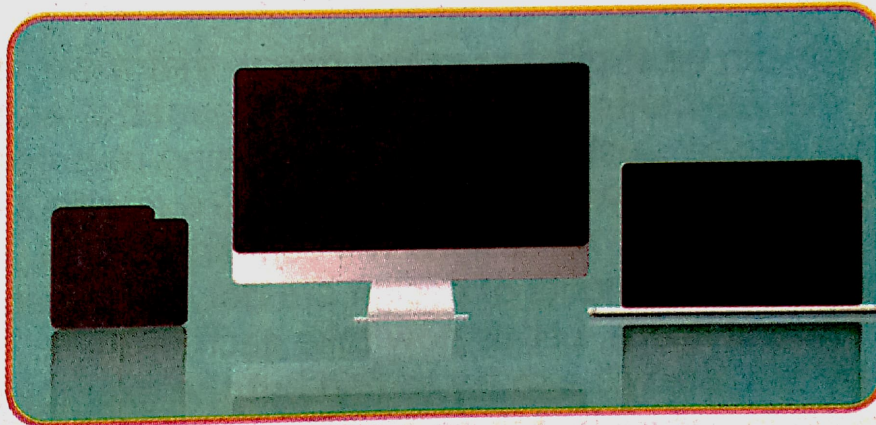
Design of communication devises

4. **Experience design** in areas such as interactive games, interactive museums, theme parks, recreational facilities, etc.

Example of experience design (theme park design)

A theme park is a large permanent area for public entertainment, with entertaining activities and big machines to ride on or play games on, restaurants, etc., sometimes all connected with a single subject.

LESSON 2: ELEMENTS OF DESIGN

In this lesson, we are going to learn about elements of design so that we will be able to use them effectively in our design works. You cannot study design or learn how to design without studying elements and principles of design because they are the two most important things that come together to make up a design.

The elements and principles of design are the building blocks used to create a work of art or design. The elements of design is also referred to as elements of art. For this reason, they are used interchangeably in art and design books.

Elements of design can be explained as the things that make up a painting, drawing, design etc. Elements of design can be thought of as the ingredients needed to make a design. Just as when you are going to prepare stew and you need ingredients, when you are going to come out with a design, you will need elements of design. All designs will contain most of, if not all, the elements of design. The elements of design are dot, line, shape, texture, colour, value, form and space. Let us now take each of these elements and explain what they are. We will also try to find out the examples of each of the elements found in nature by taking a walk around our school or our various communities.

Dot

A **point** or dot is the smallest unit of a line and one that is usually recognized as being circular. In other words, a dot is a point made by a pointed edge like a pencil or pen.

Dots can be classified into two: natural dots and artificial dots (man-made dots). **Natural dots** are things that look like dots in nature. Examples of natural dots are pebbles, the pupil of an eye, spots of a leopard, human heads of a crowd in a distance (like football spectators) etc.

We also have dots that human beings make, and those are what we refer to as **artificial dots**. Examples of artificial dots are bottle tops, beads, etc.

Pebbles are examples of natural dots

In the table below, write down five (5) natural dots and five (5) man-made or artificial dots.

Natural Dots	Man-made/Artificial Dots

Line

A **line** is an elongated point or dot. Some artists refer to a line as a dot that went for a walk. A line is also considered as the path created by a moving point. It also is a mark made by a visualizing tool as it is drawn across a surface. It may be a continuous mark made on a surface with a pointed tool or implied by the edges of shapes and forms.

A variety of tools can draw a line - a pencil, a pointed brush, a computer software tool, or any object that can make a mark (a cotton swab dipped in ink, a twig dipped in coffee).
A line is primarily recognized by length rather than width; it is longer than it is wide.

Types of lines can be seen in the diagram below.

TYPES OF LINES

1. Vertical
2. Inclined / Diagonal
3. Horizontal
4. Zigzag
5. Converging
6. Diverging
7. Broken
8. Thin
9. Thick
10. Dotted
11. Parallel
12. Wavy
13. Curved
14. Concentric
15. Spiral
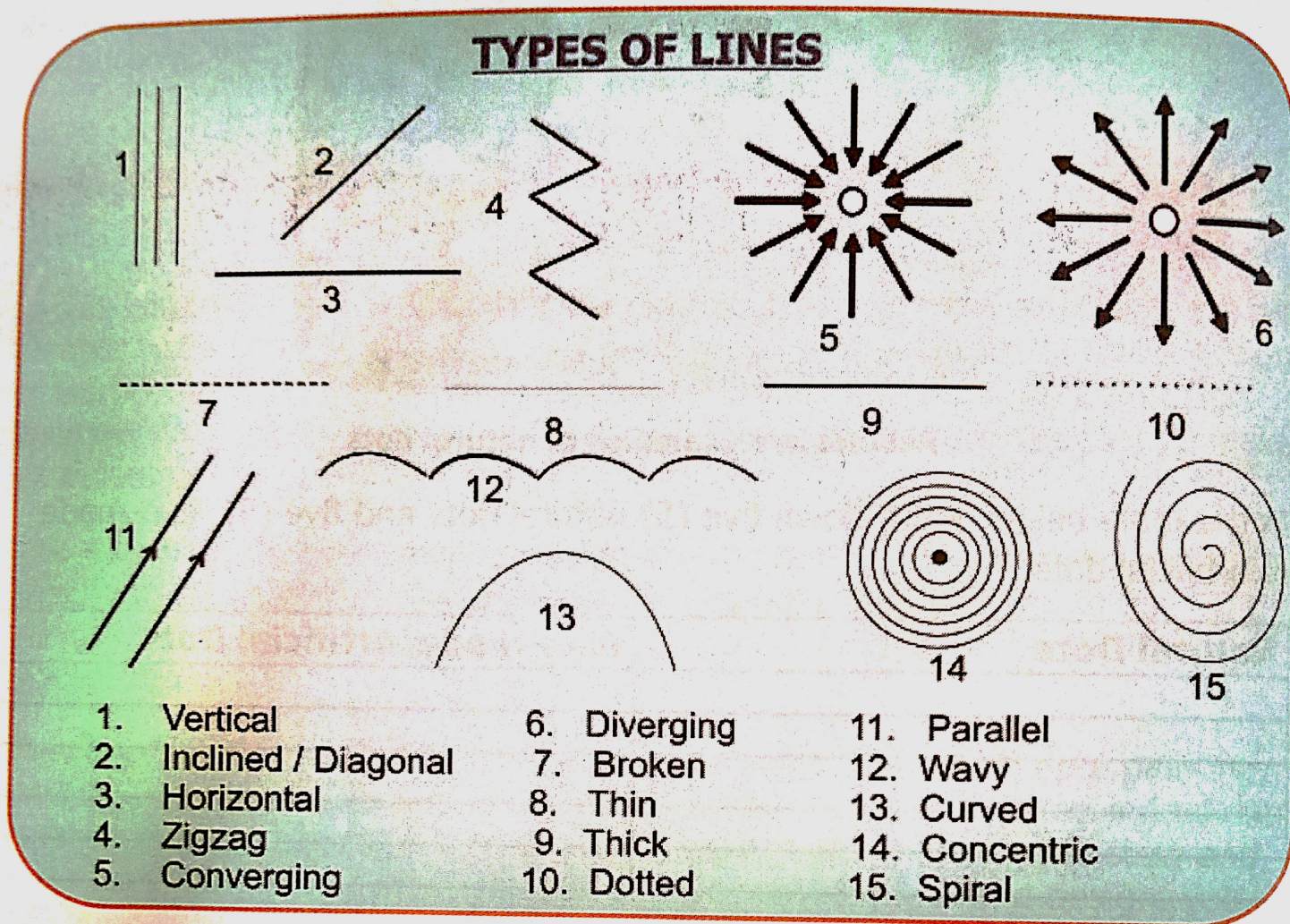
Line is included among the formal elements of design because it has many roles to play in composition and communication. Just like dot, we can identify natural lines and man-made/artificial lines in our environment. Examples of natural lines are shown below.
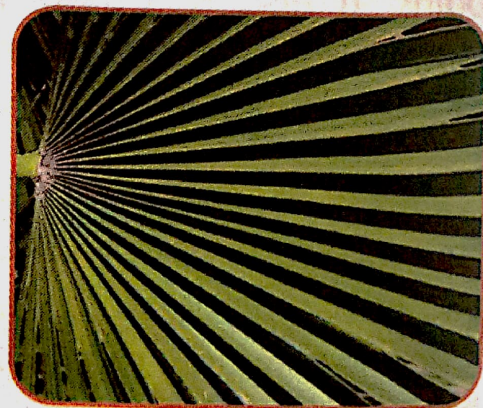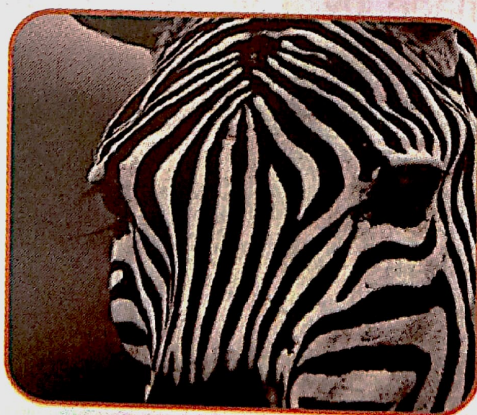
We can also have many examples of man-made or artificial lines. These are electric poles, wires, electric grids or lines on poles etc. We can also create man-made lines on paper by using our pencils or pen.

Characteristic of various lines are:

- **Width**: - thick, thin, tapering, uneven
- **Length**: - long, short, continuous, broken
- **Direction**: - horizontal, vertical, diagonal, curving, perpendicular, oblique, parallel, radial, zigzag
- **Focus**: - sharp, blurry, fuzzy, choppy

Classification of Lines

In the table below, write down ten (10) examples of natural lines and ten (10) man-made or artificial lines.

Natural Lines	Artificial Lines

Shape

A shape is an enclosed area. It is the general outline of something. A shape is a configured or delineated area on a two dimensional surface created either partially or entirely by lines (outlines, contours) or by colour, tone, or texture. It is also defined as a closed form or closed path. In other words, when a line crosses itself or intersects with other lines to enclose a space, it creates a shape.

A shape is essentially flat — meaning it is actually two-dimensional and measurable by height and width. How a shape is drawn gives it a quality.

All shapes may essentially be derived from three basic delineations: the square, the triangle, and the circle. Each of these basic shapes has a corresponding volumetric form or solid: the cube, the pyramid, and the sphere.

There are two main categories of shapes. These are regular shape (geometric shape) and irregular shape (organic shape).

- Geometric Shape - is created with straight edges, precise curves, and measurable angles; it is also called **rigid**.
  Examples are circles, squares, rectangles, and triangles.
  We see them in architecture and manufactured items such as shape of top of tables, shape of a television etc.

- Organic, **biomorphic**, or **curvilinear shape** - seems to have a naturalistic feel; it may be drawn precisely or loosely.
  Examples are: shapes of leaves, seashells, and flowers.
  We see them in nature and they have free flowing, informal and irregula characteristics.
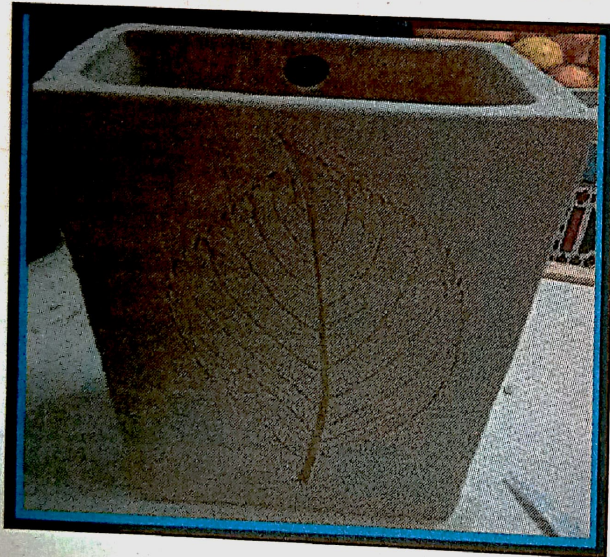
Geometric shape
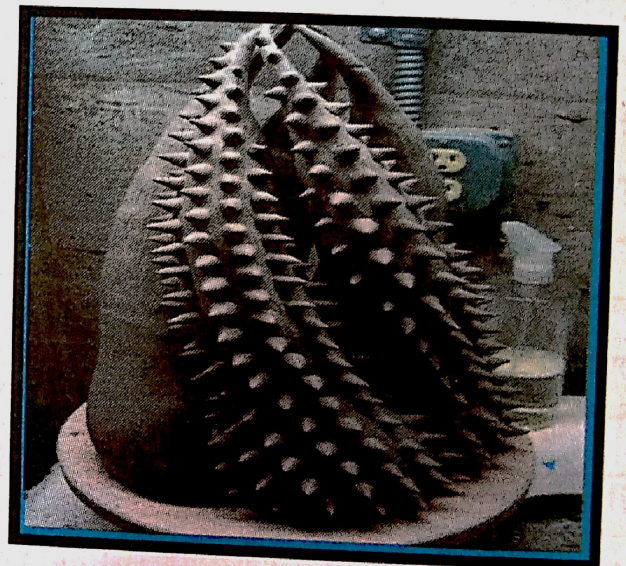
Organic shape

Classification of Shapes

In the table below, write down five (5) natural shapes and five (5) man-made or artificial shapes.

Natural Shape	Artificial Shape

Create a Shape

In box 1, create a design with Geometric Shapes
In box 2, create a design with Organic Shapes

1   2

LESSON 3: AVAILABLE MANUAL TOOLS AND MATERIALS FOR OUTLINE DRAWING, SHADING AND COLOURING

In this lesson, we shall be looking at available manual tools and materials for outline drawing, shading and colouring. We shall also experiment those tools and materials in various techniques for outline drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising. We will then exhibit our created designs for appreciation.

Outline drawing is a drawing or sketch that uses a single contour (line) to depict its subject. The subject can be a portrait, a still life, abstract or interior viewpoint.

The tools and materials used for outline drawing, shading and colouring can be grouped into two; 1. Dry media and 2. Wet media.

The dry media includes pencils, crayon, charcoal, chalk and pastel. Some of these tools are found below.
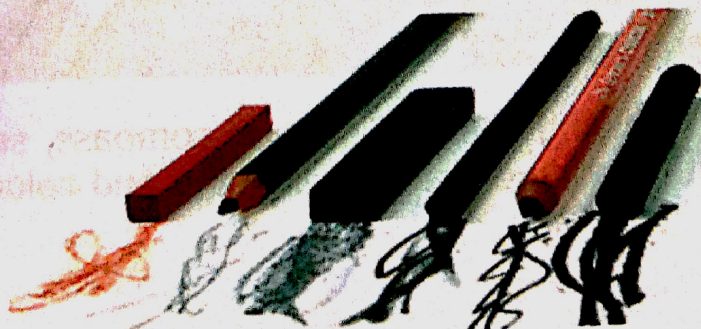
The wet media for outline drawing and for shading and colouring are ink, India ink, ballpoint pens, felt pens, markers, variety of paints (acrylic, water colour, tempera, poster, oil). Below are some of the wet media:

It is important to note that with the wet media such as paint and ink, you need tools such as brushes, palette knife, spray diffuser and rollers to be able to apply them in your colouring.

Other materials for outline drawing are the various supports (surfaces on which drawing and colouring are done) such as paper, sketchpad, cardboard, fabric, plywood, metal, etc. However, designers mostly use sketchpad, paper and cardboard.
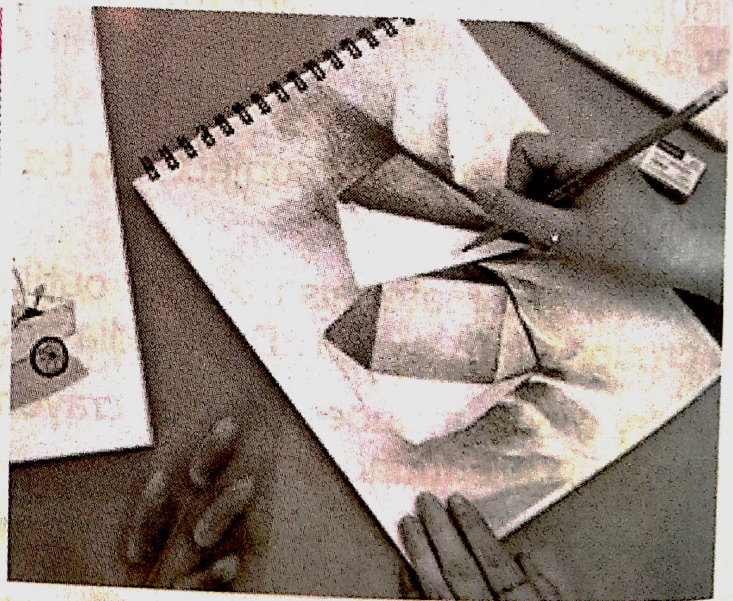
Equipment such as easel, drawing board, T-square, compass, set square and palette are used in executing outline drawing, shading and colouring.

Now that we have explored the various tools and materials, we will experiment on how to use them to create designs from lines, simple shapes and forms for sharing and appraising.

To do that, we will watch Youtube videos on drawing, shading and colouring to help us. The title of the video is "Start Drawing: PART 1 — Outlines, Edges and Shading".
The link to the video is https://www.youtube.com/watch?v=OezMavBqWXc. The video is broken into parts. Once you get the Part 1, you will be directed to the other parts.

Your Creative Arts and Design teacher will guide you to stage an exhibition to showcase the drawing, shading and colouring works you did after watching the Youtube videos. Through the exhibition, you and your classmates will appreciate the work and feedback will be provided for you to enhance on your drawing, shading and colouring.

LESSON 4: DIFFERENCES BETWEEN CREATIVITY AND INNOVATION

Introduction
In this lesson, we are going to study the key differences between **creativity** and **innovation**. We will first of all define each term as they are applied in design and then go further to discuss the key differences between creativity and innovation.

Definition of Creativity
The word creativity can be defined as 'a person's ability to generate new ideas, come out with alternatives, think about solutions and possibilities in a unique and different way'.

In other words, creativity is the ability to think and come out with something new, something original and unique. What is conceived must be expressive, it must be exciting and it must be imaginative. Creativity is the reflection of how beautifully a person can think in any given situation.
Creativity can be hereditary (meaning you are born with it) but can be developed if someone keeps on learning and understanding things with a unique view. Creativity is a brainstorming activity in which a person has to think beyond his imagination for bringing something new and valuable. It is an activity of unveiling something which was previously hidden.

Definition of Innovation
Innovation is an act of applying new ideas to create some value for the benefit of society. According to some people, better and smarter way of doing anything is innovation. So, innovation could be the introduction of:
- New technology
- New product line or segment
- A new method of production
- An improvement in the existing product.

Innovation is strictly connected to creativity. When a person puts creative ideas into action, it becomes an innovation. Innovation is the process of doing something better for the first time, which was not previously done by anybody. It can also be termed as a change which can bring a new edge to the performance and productivity.

Key Differences between Creativity and Innovation

The following are the major differences between Creativity and Innovation:

1. The quality of thinking new ideas and putting them into reality is creativity. The act of executing the creative ideas into practice is innovation.
2. Creativity is an imaginative process while innovation is a productive process.
3. Creativity can never be measured, but innovation can be measured.
4. Creativity is related to the generation of ideas which are new and unique but innovation is related to introducing something better into the market.
5. Creativity does not require money. On the other hand, innovation requires money.
6. There is no risk involved in creativity, whereas risk is always attached to innovation.

Let us read the following scenario to be able to understand the difference between creativity and innovation better.

The invention of the motorcycle was the biggest innovation over scooters. In the early 19th century, people used to travel with scooters. They had to make lots of efforts to start it, and make it move faster. For instance, they needed to strike the kick and knee down from either side if it didn't start. So, years and years passed away, and nobody even thought for the invention of motorcycles. The invention of the motorcycle in the late 19th century made people realize that they could also ride without making any extra efforts, they just had to click the switch and it would start automatically.

In this example, the thought of creating a new traveling motorcycle is creativity, but the actual invention of it is innovation.

Activity 1

Let us now apply our knowledge of creativity and innovation to evaluate how the following design products solve specific problems in our society. Your teacher will guide you to do that.

How do each of the following products below solve specific problems to human beings?
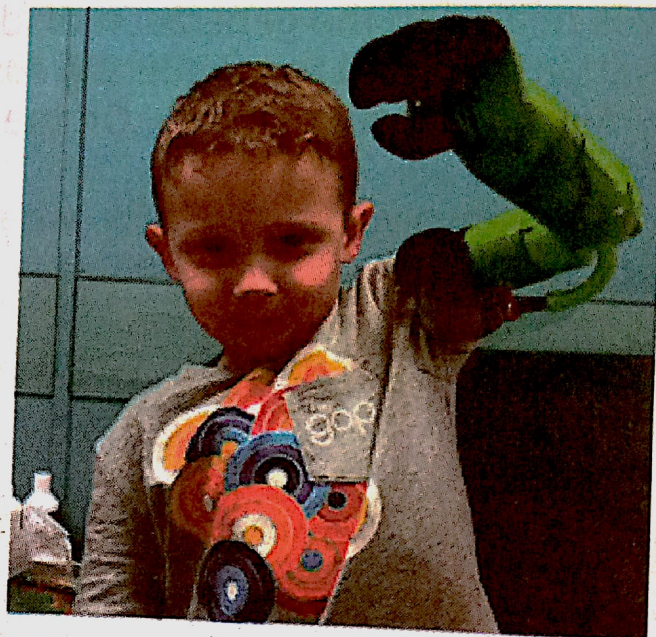
STRAND 2:

CREATIVE ARTS

SUB-STRAND 2.1: MEDIA AND TECHNIQUES

VISUAL ARTS MEDIA AND TECHNIQUES IN STILL-LIFE DRAWING

In this lesson, we shall be discussing visual arts media and techniques in still –life drawing. Our main focus will be to identify tools, materials and equipment for still-life drawing as well as the various techniques in still-life drawing and shading.

Before we identify tools and materials for still-life drawing, we need to know the meaning of drawing and the meaning of still-life drawing.

Everyone draws; from the early caveman who scratched the outline of animals on his walls to children who draw on the ground while playing. Whether we use burnt twigs (charcoal), pencils, ballpoint pens or gold needles, the action of drawing remains the same, for it is the basic language of art.

According to the Longman Dictionary of Contemporary English, drawing is "the art or skill of making pictures, plans etc. with a pen or pencil or a picture that you draw with a pencil, pen, etc."

In other words, drawing can be defined as an art of creating, making or depicting visual marks or images on surfaces using appropriate media and techniques. Drawing is an important means of keenly observing and reacting appropriately to our surroundings by depicting images on support. In drawing, an artist makes visual marks on a support (paper, canvas etc.). A support is any surface on which drawings are done. That is to say, any surface that we draw can be called a support; even the human body can be a support for drawing. Observation is a very key aspect in drawing.

There are so many areas of drawing in art. These are still-life, nature, portraits, as well as human figure drawing.

In this lesson, we are going to discuss still-life drawing. Our emphasis will be on the tools, materials and equipment for still life drawing.

By the way, what is still-life drawing?

Still-life drawing can be defined as the arrangement and representation of objects from artificial or natural environment. It involves drawing of inanimate or immovable objects such as household items, objects in our classrooms or school offices, fruits, musical instruments, farming tools, electronic appliances etc. In simple terms, still-life drawing is a drawing of objects arranged in a desired manner. Still-life drawing is also referred to as object drawing. Below are examples of still-life drawings.
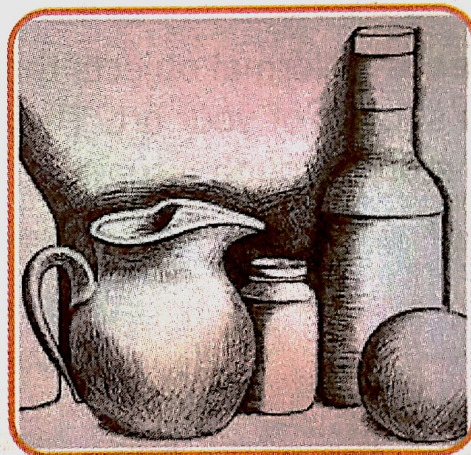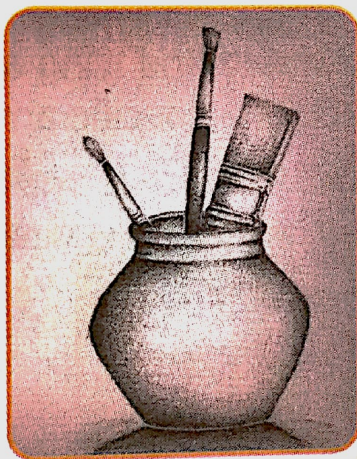
The most common themes or objects that are usually used in still-life drawing include:

Flower arrangements – Bouquets or vases of flowers are one of the most popular subjects of still-life artworks.

Table spreads and foods – These artworks contain everything from cooked birds to sliced fruit to untouched banquet tables.
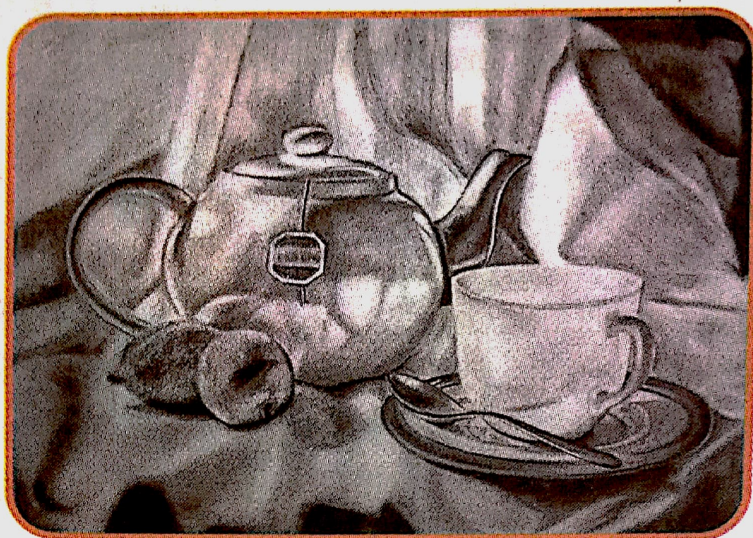
Common objects – Normal objects that you would find lying around your house can be a subject of your art. They can be in a specific arrangement or placed to tell a story through visuals.

Identification and uses of tools, materials and equipment in still-life drawing

It is essential that all students have the opportunity, where possible, to work with a variety of still-life drawing materials. Before we list the tools, materials and equipment, we need to know the differences between them: tools, materials and equipment.

Differences between Tools, Materials and Equipment

Tools are devices that are used for executing various projects. Examples include pencil, pastel, charcoal etc.

On the other hand, **materials** are surfaces, substances or mediums that are used for the production of items. Examples include; ink, board, paint, etc.

Equipment are special instruments needed for an undertaking to perform a service. Examples include compass, protractor, etc. Tools and equipment do not form part of the finished product but materials become part of the finished product.

Tools, materials and equipment for drawing are diversified. Majority of them are produced by the use of materials such as wood, metal and plastic.

Tools for still-life drawing

1) **Pencils-** Pencils come in different hardness of lead, from 6B (which draws very soft, smudgy black lines) to 3H (which draws hard, thin, silvery lines).

6H
4H
2H
HB
2B
4B
6B

Clear colour, Smooth strokes, Environmental design.

12B 10B 8B 6B 5B   4B 3B 2B   B HB H 3H
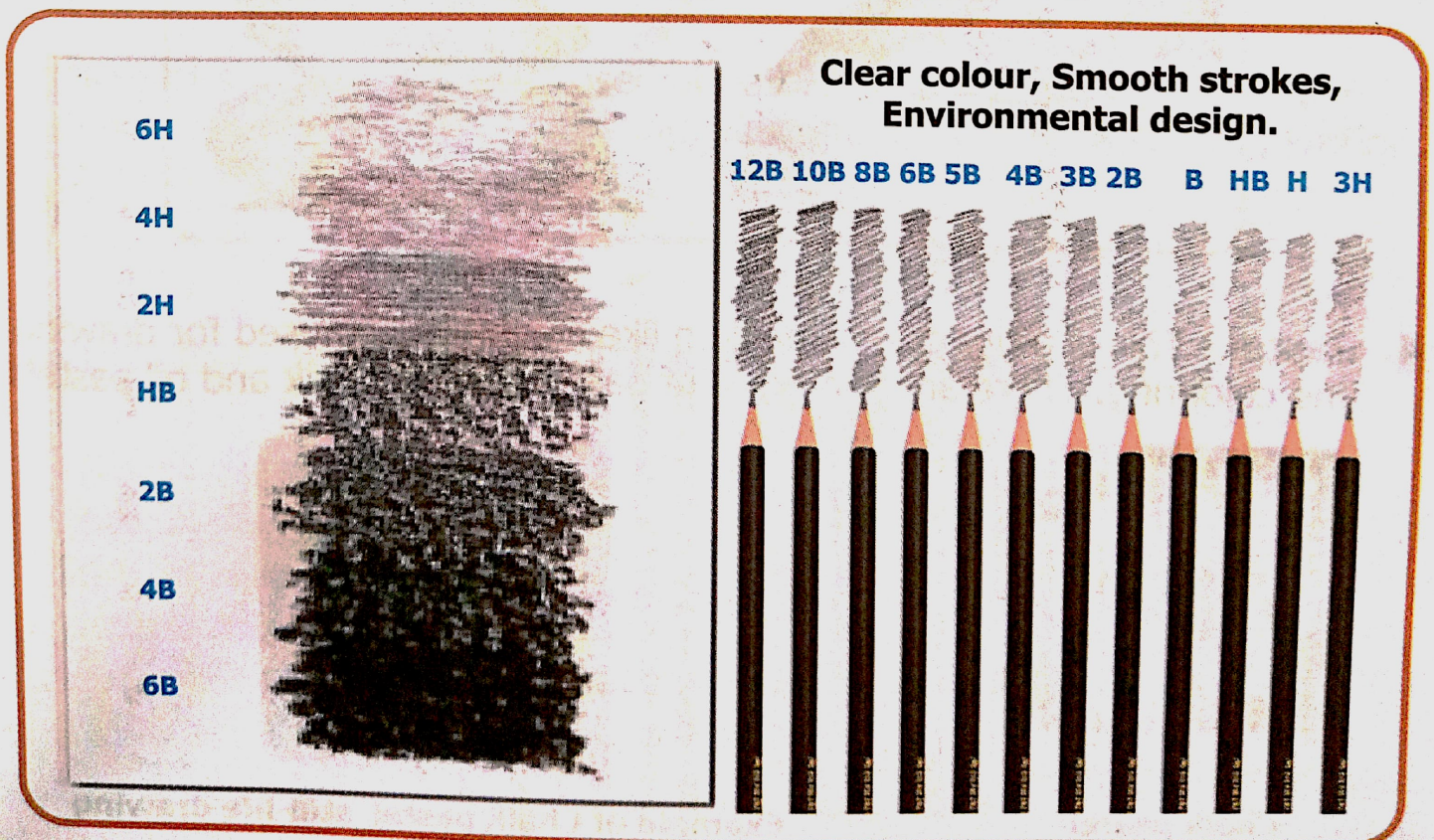
2. **Drawing Pen** - This is a drawing tool that is used in creating permanent marks on materials by the use of inks. Expert artists use them in making their thumbnail sketches. Pens come in different sizes or points as shown below. The sizes are determined by the tip of the pens as shown below:
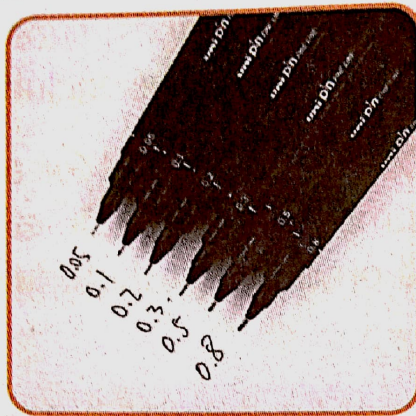
3. **Charcoal** - This is a dry medium for drawing and shading produced from burnt wood and bones. Drawings made with it are maintained by spraying a fixative such as varnish or lacquer on them. Hope you can see the charcoal sticks in the picture below?

4. **Pastel** - This is a dry colour medium like crayon that is used for drawing and colouring. There are two types of pastel namely chalk and oil pastels.

Chalk pastel
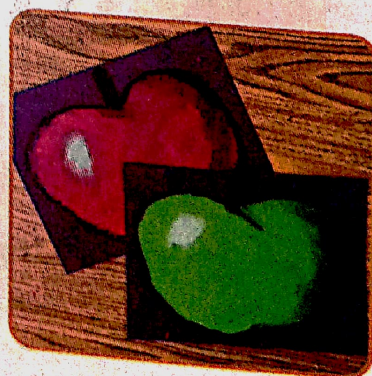
Example of Chalk pastel still-life drawing

Oil pastel
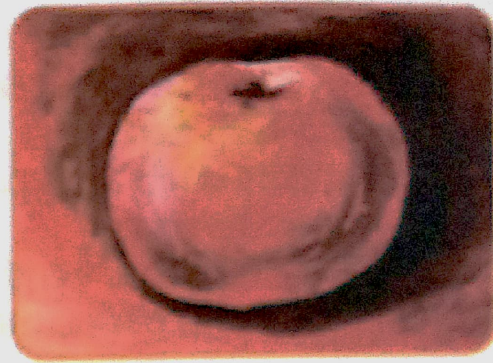
Example of oil pastel drawing

Observe the oil pastel drawing and the chalk pastel drawing very well. What differences are there between them?

5. **Crayon** - This is also a dry colour medium used without any diluents. They are used for rendering colourful shades on drawn objects.
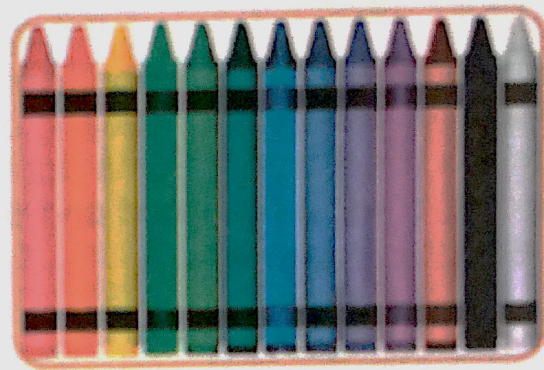
6. **Brushes** are devices composed of natural or synthetic fibres set into handles and are used for drawing, cleaning, grooming, polishing, writing, or painting.

Materials for Still-life Drawing

Paper/Sketchbook - They are materials made from wood pulp and other materials usually in flat sheets used as supports for various projects in drawing.
Examples include cartridge, bond, embossed paper, pastel paper, manila etc.

Equipment for Still-life Drawing

1. **Drawing Board:** This is a flat smooth board usually made of wood used as a support for drawing papers and other materials for drawing. Some drawing boards are just a flat wood and some are adjustable.

2. **Easel:** It is a stand or frame for supporting or displaying at an angle a artist's canvas, a blackboard, a china plate, etc.
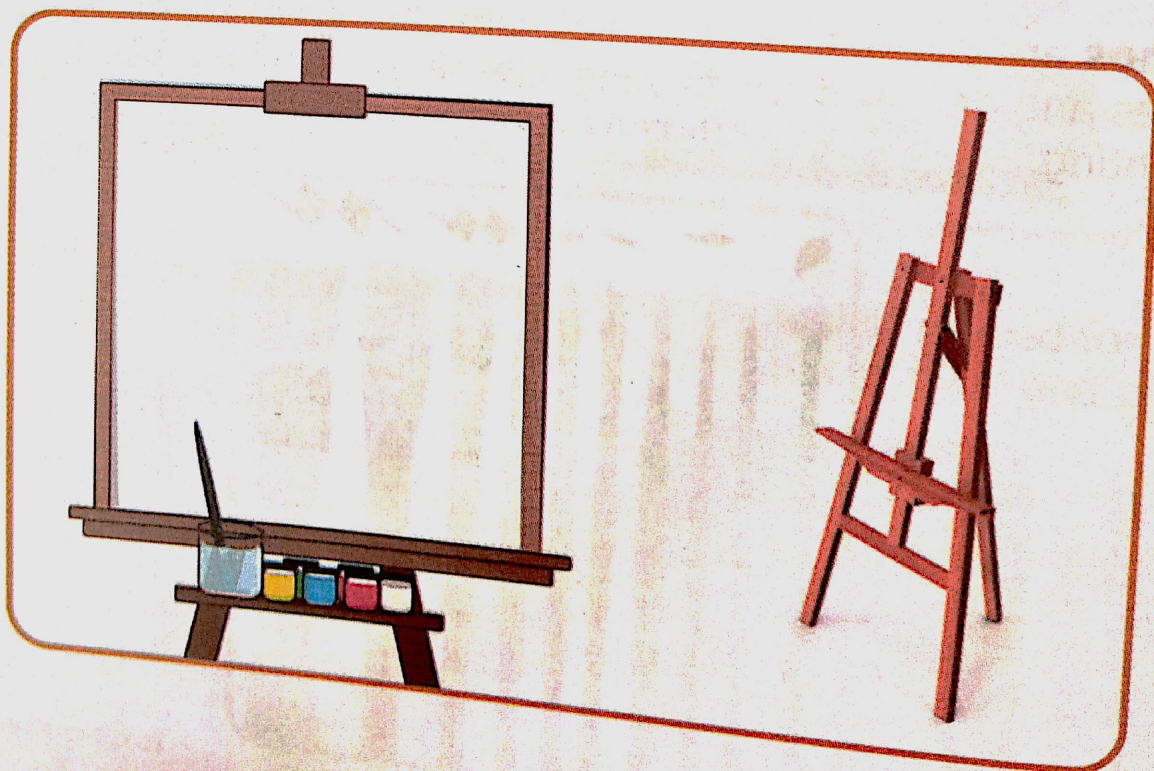
3. **Drawing pins:** These are special pins with either metal or plastic heads used in holding drawing materials such as papers firmly in position so that drawing activities can take place smoothly.
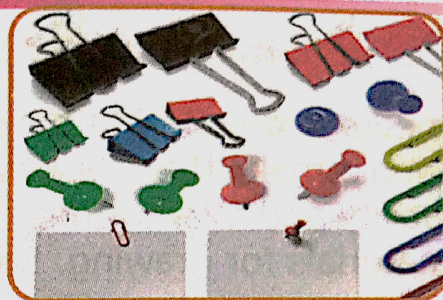
4. **Eraser:** This is a gum-like substance used in cleaning or erasing unwanted areas of a drawing, lines or marks. There are various kinds of eraser such as kneaded eraser and white vinyl eraser. The kneaded eraser is used to erase soft and light pencil marks while the white vinyl eraser is used for erasing hard-to-erase pencil marks.
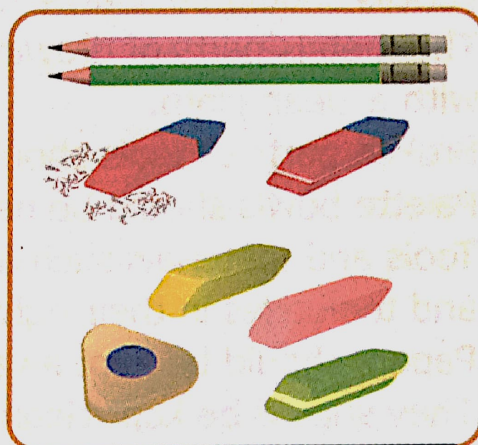
5. **Erasing Shield:** This is a thin metal shield that protects areas of a drawing which are not to be erased with an eraser.
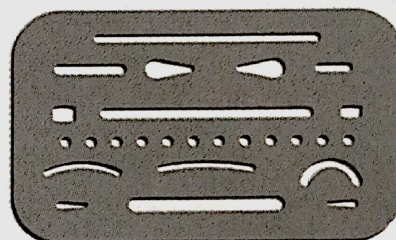
6. **Palette and Palette Knives:** A thin board or slab on which an artist lays and mixes colours. In other words, a palette is a flat piece of wood or plastic on which an artist mixes paints. A palette knife on the other hand is a blunt tool used for mixing or applying paint, with a flexible steel blade. It is primarily used for mixing paint colours, paste, etc, or for marbling, decorative endpapers, etc.

Care and Maintenance of Still-life Drawing Media

The media and materials for drawing have to be cared and maintained. This would make them last for a longer period. It would also increase their workability and effectiveness. There are several ways of caring for the media and materials for drawing. Some of these are:

1. Pencils should be sharpened and kept with their nibs pointing upwards.
2. The metals parts of drawing tools should be periodically oiled and wiped with a clean cloth.
3. Broken parts of tools should be maintained through repair.
4. Palette bowls should be neatly washed after colours are mixed in them.
5. Tools and materials such as brushes, should be kept in their tool bags and toolboxes in their right temperatures.
6. Papers should be kept away from all forms of liquors like water, oil etc.
7. They should be kept clean and flat.
8. The right tool should be used for the right activity to prolong its lifespan.

Techniques of still-life drawing

There are various techniques of drawing. Some of these techniques include Sketch drawing, Descriptive drawing, Tonal drawing and Contour drawing. You can use any of these techniques in still-life drawing.

1. Sketch Drawing:

This is the creation of simple line drawings to show different line qualities. It is also referred to as line drawing. It refers to any drawing that consists of distinct straight and curved lines placed against a usually plain background, without gradations in shade or colour to represent two-dimensional or three-dimensional objects. Line or sketch drawings can use lines of different colours, although it is usually monochromatic. Sketch or line drawings emphasize form and outline over colour, shading, and texture. However, areas of solid pigment and dots can also be used in addition to lines. The lines in a piece of sketch drawing may be all of a constant width or of freely varying widths. Sketch drawings may tend towards realism or it may be a caricature, cartoon, ideograph, or glyph.
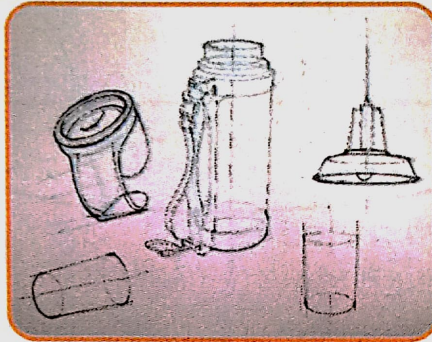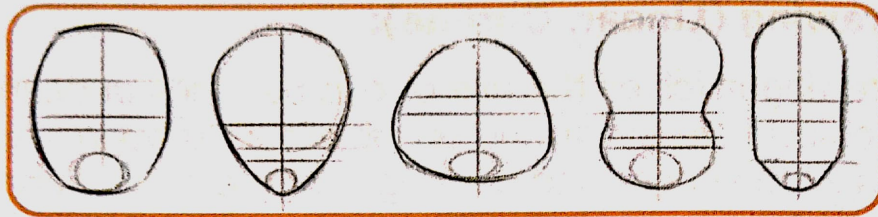
2. Descriptive drawing:

This is a drawing that depicts recognizable detailed natural or realistic forms. As its name implies, it gives a lot of details of a work that makes it easier for the drawn object to be easily recognized. It gives them a more realistic look.

3. Tonal drawing:

This technique of drawing employs light and shade (tonal values) rendering to define forms. Owing to the varying tones assigned to parts of the drawn object in relation to the reflection of light, tonal drawings are solid and have a three dimensional feel.

4. Contour Drawing (Linear, Outline):

This form of drawing involves the use of contour lines in defining the shapes or outlines of objects. It is drawing an object as though your drawing tool is moving along all the edges and the ridges of the form. This technique of drawing helps artists to become more perceptive. In contour drawing, the eye and hand move at the same time.
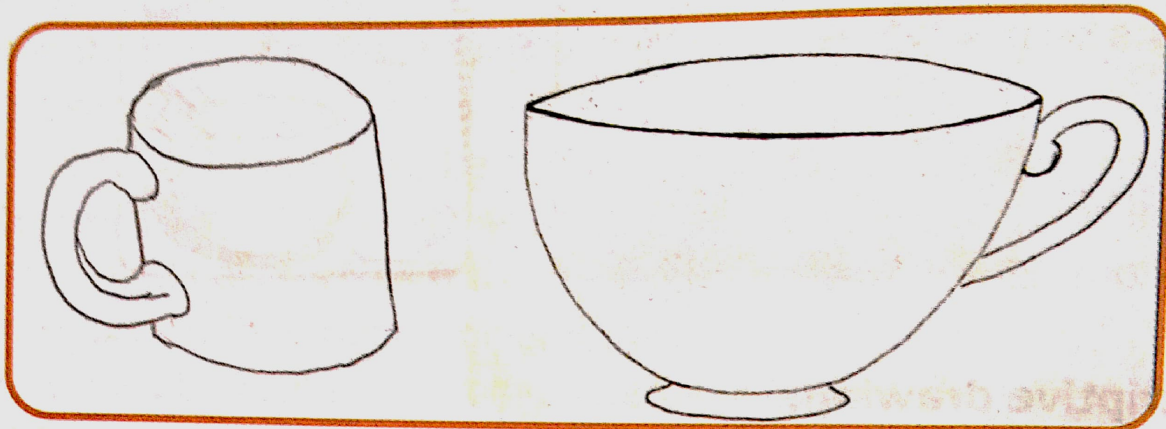
Shading techniques in Still-life drawing

Shading is the process of adding value to create the illusion of form, space, and, most importantly, light in a drawing. When executed correctly, shading can make a drawing appear three dimensional and create a convincing image. When rendering a drawing that communicates volume, shading is absolutely critical.

The most common shading techniques include:

Hatching – This refers to the use of parallel lines in shading. That is lines drawn in the same direction. By drawing lines closer together, darker values are created. Leaving more space between lines results in lighter values. For rounded objects, the lines may curve slightly around the form - following the contours of the object.
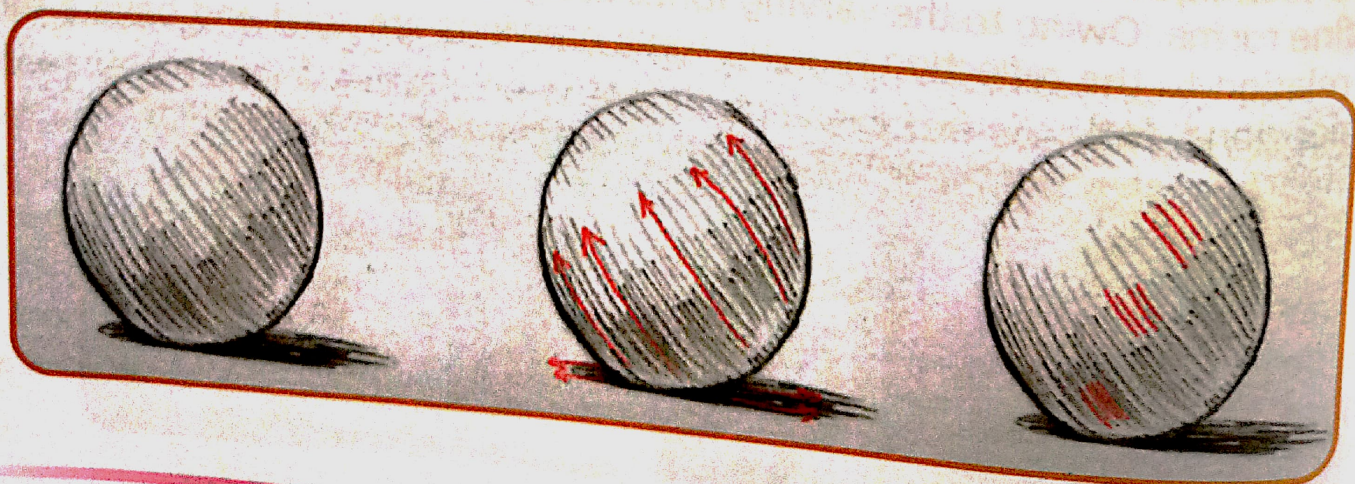
Cross-Hatching – In cross-hatching, parallel lines cross one another to create the shading. That is to say lines cross over each other. The density at which the lines cross over each other determines the value that is produced.
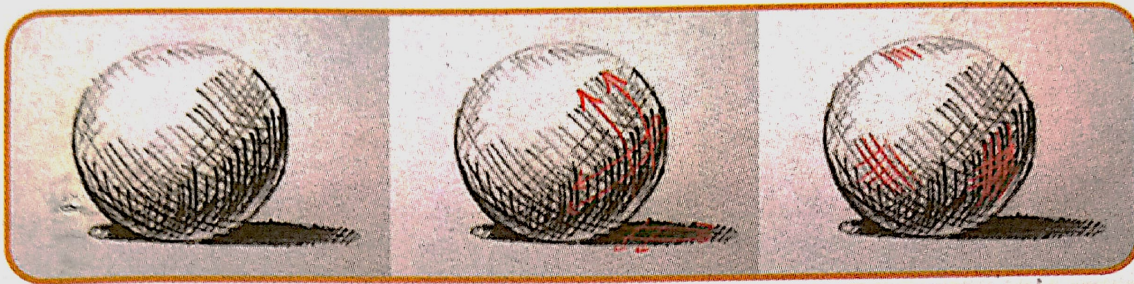
Smudging or Blending – This is achieved by rubbing a solid medium such as a pencil. Smooth gradations of value are produced either by adjusting the amount of pressure applied to the medium or by using a blending tool, such as a blending stump. Gradation means from dark to light values.
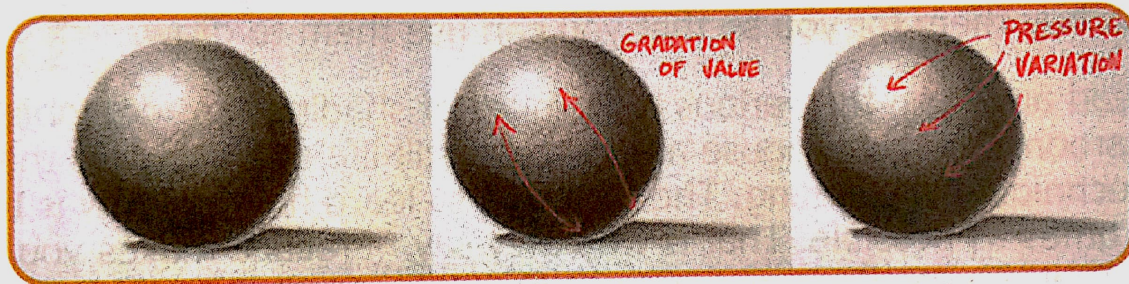
Rendering - Using an eraser to remove the medium to produce lighter values. This technique is typically used in conjunction with blending.
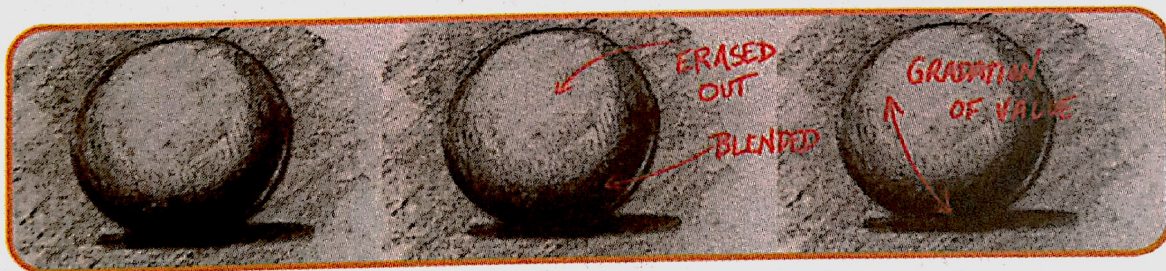
Random lines - Loose applications of crossing lines. The frequency in which the lines cross over each determines the value produced.

Pointillism or Stippling - Applying countless small dots to build up darker values in a drawing. The density of the dots determines the value produced.
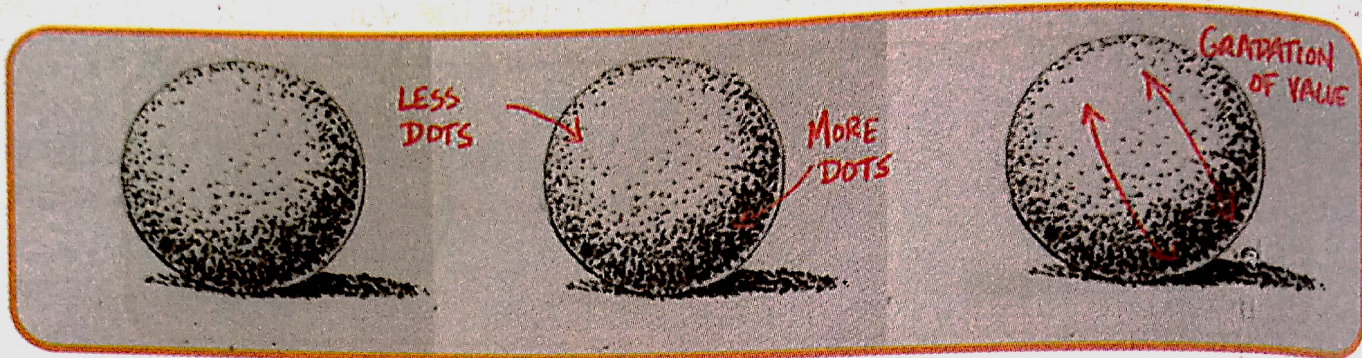
Activity

Now that you know the tools, materials and equipment for drawing, ask your parents to buy them for you so that you can use them to draw.

Having read and seen the various techniques of shading, arrange objects in your classroom or in your house and practise still-life drawing. Use the various techniques of shading. The best way to learn how to draw is to draw as many times as possible. That is why they say, "Practice makes you perfect". That means, the more you practise doing something, the more you will know how to do it and you will become perfect. So, draw as many times as you can and shade with the various shading techniques.

Exercise

1. In your own words, explain the meaning of still-life drawing.
2. What are some of the themes for still-life drawing?
3. Explain the differences between tools and materials.
4. State and explain four types of shading.
5. State four (4) ways to maintain tools, materials and equipment.

SUB-STRAND 2.1: MEDIA AND TECHNIQUES

APPLICATION OF SCALE IN MUSIC

Music is about how beautiful sounds and silences have been arranged for people to listen and perform it. These sounds and silences are usually written so that people can read and perform it everywhere.

In this lesson, you will learn some of the rudiments that will enable you to arrange your sounds. In this regard, you will enjoy listening to, and creating your own music.

By the end of the sub-strand, you will:

1. identify staff, clef and ledger lines
2. define Scale in Music

LESSON 1: STAFF, CLEF AND LEDGER LINES

We have already said that music is made up of sounds and silences.
These sounds and silences are beautifully arranged to create the music we enjoy. The sounds are represented on five horizontal lines and four intervening spaces.
Look at the lines below. These five horizontal lines and spaces are called the staff. You can also say stave and the plural form is staves.

The Staff

The staff is therefore made up of five lines and four intervening spaces.
I hope you can draw the staff. Try drawing the staff in your jotters.
In music, these lines and spaces are already constructed in a book called music manuscripts. Your teacher will provide music manuscripts for you to use.

Types of Staffs/Staves

In music, there are various types of staff. Some of them are Treble staff, Alt staff, Tenor staff, Bass staff and many more. In this section, we will talk abou two of them. We will talk about the

Treble and Bass staves.

Treble Staff – There is a sign in music called treble clef. This is the symbol

When you put the treble clef (also called G-clef) on the staff, it becomes th treble staff.

The Treble Staff

Look at how the clef has been placed on the staff. It begins from the secon line (counted from bottom) just at the beginning of the staff.

The Bass Staff

Just as we talked about the treble staff, the bass staff also has on it the bas clef (also called F clef). It begins from the 4th line with two dots like color indicated beside it.
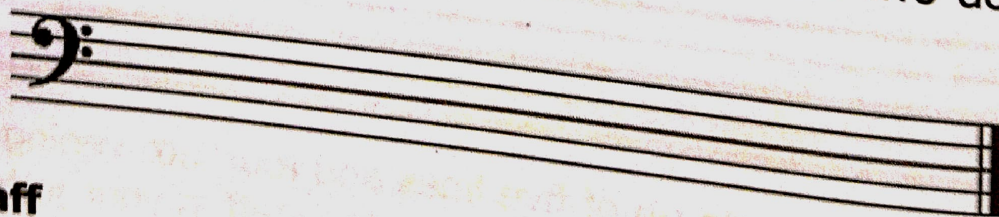
The Bass Staff

You will have to practise how to draw the Cleves on the staff gradually until you master them.

Names of the Lines and Spaces

In music, the first seven letters of the Alphabets are used. Can you mention them? They are A, B, C, D, E, F and G. The lines and spaces of the staff therefore take their names from these letters. Let us learn the names of the lines and spaces for the treble staff.

Names of the Treble staff

E F G A B C D E F

LINES

As we have already learnt, the bottom line is always the first line. The names of the lines are E, G, B, D and F. The first line is E, second line is G in that order. You can easily remember the names of the lines with **E**very, **G**ood, **B**oy, **D**eserves, **F**avour (E G B D F). Now let us look at the names of the spaces.

SPACES

The names of the spaces of the treble staff beginning from the bottom (first space) are F, A, C and E. You can see that the letters form the word, FACE.

You can easily identify it by that word. Another way of learning the names is to note that the first line is E, from E, it moves to space, F next line is G, next space is A. This follows the order of the letters of the alphabet.

Names of the Bass staff

G A B C D E F G A

LINES

Just like the treble staff, the first line is the bottom line. They are G, B, D, F and A. These can be represented with the words **G**ood, **B**oy, **D**eserves, **F**avour, **A**lways.

SPACES

The names of the spaces, from the first space are A, C, E, G. You can say, **A**ll, **C**olleges, **E**at, **G**ari (or Ama, Can, Eat, Gari or **A**ll **C**ows **E**at **G**rass).

The Grand Staff

In music, the grand staff is formed when both the treble and the bass staves are put together with a curly bracket called brace or accolade as shown below. This staff is called Grand Staff. Below the staff, you can see where the Cleves are located. You can also see the brace or accolade. In between the treble and the bass staves, you have a small line with a musical note indicated as middle C. We will talk about it as we progress.
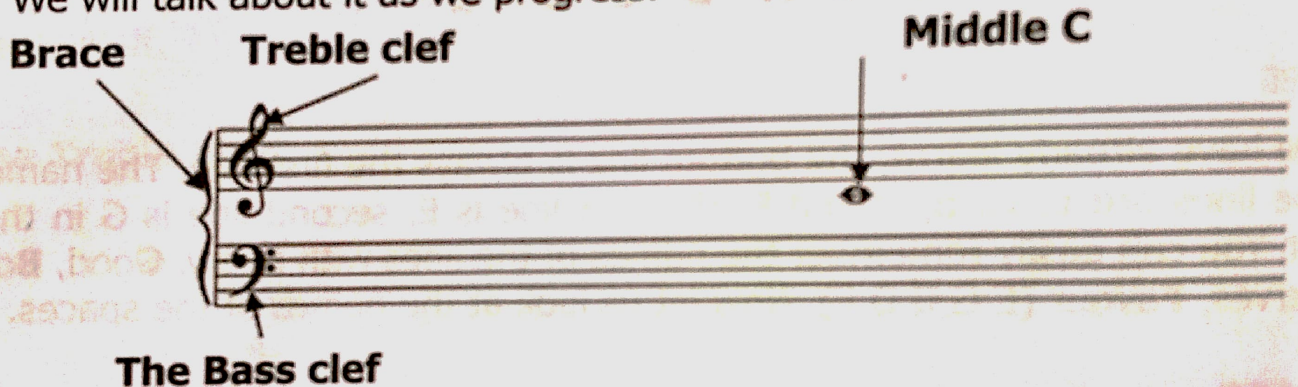
Bars and Bar lines

The Grand staff has some labels as bars which are separated by bar lines, as follows:
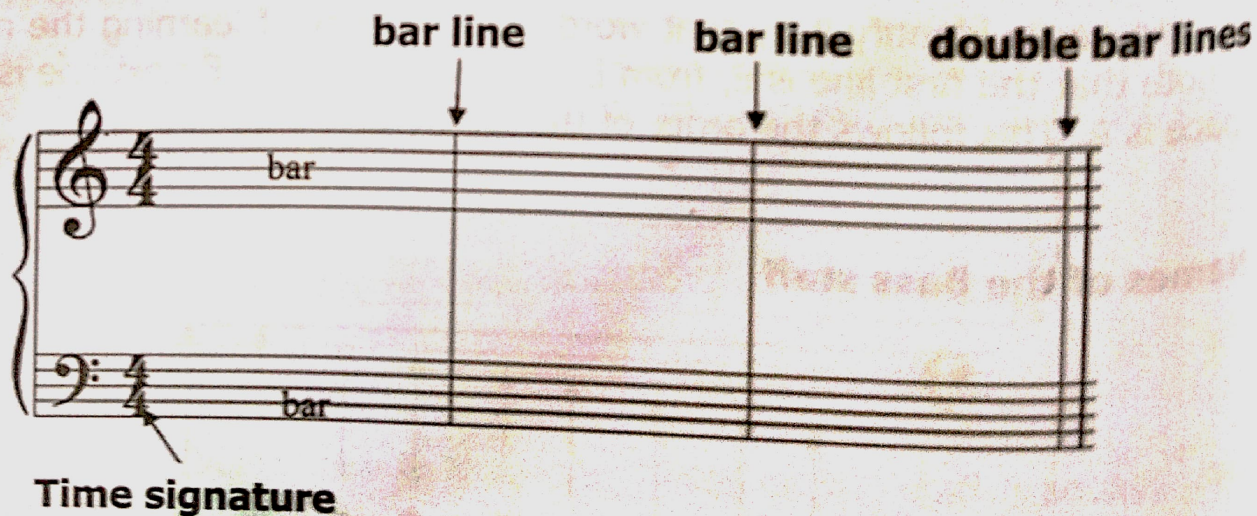
The bar lines divide the musical notes into equal groups while the bar is the space the notes are written. At the end of the staff, you have double bar lines which indicate full stop in music. It means that the music has ended. Just at the beginning you have figures written like a fraction called Time signature. We will discuss it later in this chapter.

The Ledger Lines

Sometimes, notes or pitches are written either above or below the staff to accommodate and take care of the notes or pitches above or below the staff. These lines are called **ledger lines**.

Treble staff
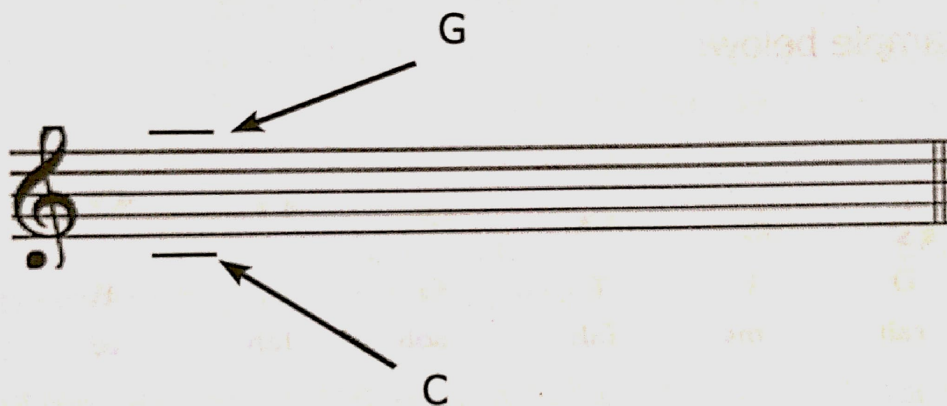
The ledger line above the staff has the alphabet name 'A', while the ledger line below has the alphabet name 'C'. This C is also known as middle C as we saw when discussing the grand staff. The middle C is the centre of the treble and the bass staves. Basically, bass notes end there while treble notes also begin from there.
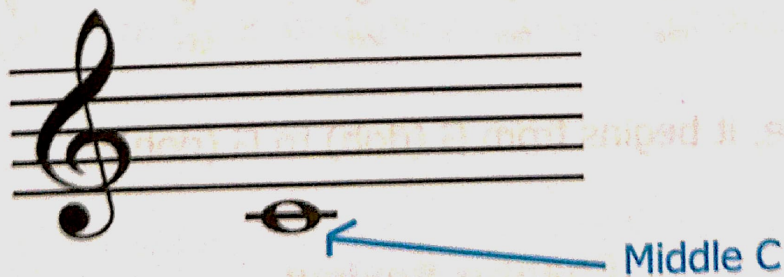
Middle C

Note: We shall learn about the time signature in Term three.

LESSON 2: SCALE IN MUSIC

Introduction

In the previous lesson we have learnt about the staff, its parts and constituent We learnt about the position of middle C on the staff. We talked about ba and bar lines.

In this lesson, we will look at the musical **scale**.
A scale is a stepwise and successive representation of eight notes on the staf It begins from a particular pitch and moves in succession to end on the sam pitch in its higher octave (also called an eighth). If the scale begins from A, ends on A in the higher register. You can have A to A, B to B, C to C and so on Let us look at the C major scale.

Look at the example below:

In the above example, it begins from C (doh) to C (doh).

Now, let us look at the scale of G major.
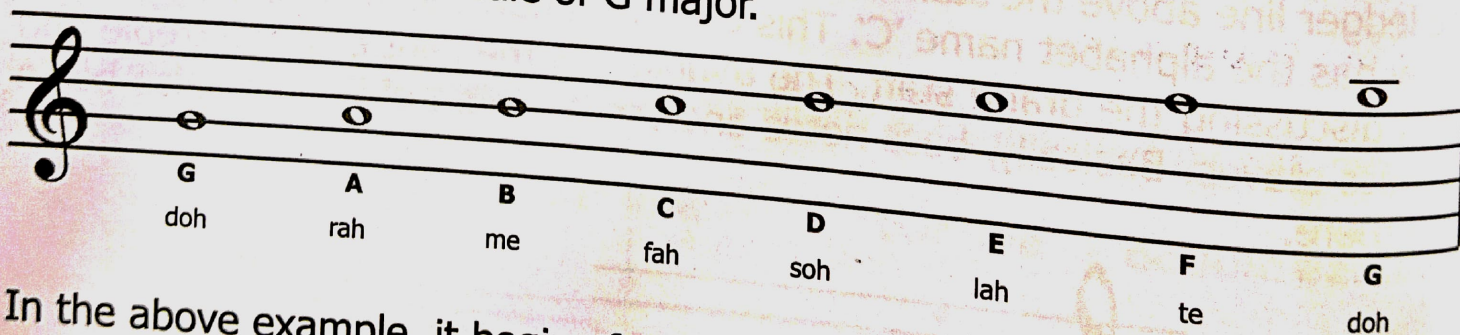
In the above example, it begins from G (doh) to G (doh).

Chapter Review

1. What is staff in Music?
2. Construct a grand staff and locate the middle C on it.
3. Construct the F major scale on the Treble Staff.

SUB-STRAND 2.1: MEDIA AND TECHNIQUES

EXPLORING TECHNIQUES OF DANCE, BODY MOVEMENTS AND VOICE PROJECTIONS IN THE GHANAIAN PERFORMANCE SPACE

Introduction

The performing arts, most especially dance and drama are an essential method of communication and learning, and are strongly linked to language. We perceive the world through the senses, and for dance and drama, we usually experience it through our eyes and ears.

Through dance and drama, we are able to explore, experiment, express and understand through observation and practice.

Dance and drama are very important activities in our lives because they help in our total development as human beings.

Learning Indicators

After going through this study, you will be able to:
1. Explain the definitions for dance and drama.
2. Identify and explore basic elements in dance and drama.
3. Identify and explore types of dances and types of drama.

LESSON 1: WHAT IS DANCE?

Introduction

Dance is basically the art of human movement. The movements exhibited a
used to convey ideas, thoughts, and feelings. The person who creates th
dance is known as the choreographer while the dance created can be term
choreography. The people who perform the dance or the choreography a
called the dancers.

The people who watch or view choreography are known as audience. Before
choreographer thinks about creating a dance he or she will need some buildir
blocks. Let us go on to find out what these building blocks are.

Elements in Dance

Elements in dance can be described as the building blocks or stylistic feature
used by the choreographer to create a dance piece that would provide goc
communication to the viewers. At this level, the basic elements to be used
dance are Action, Space, and Time.

Action

Actions can be considered as basic bodily movements. Generally, there a
two categories of actions in dance movements: Locomotor and Non-locomoto
movements.

- **Locomotor movements** are movements in which the body travels from
  one location to another. It can also be described as a transfer of weigh
  Examples include walking, running, hopping, jumping, skipping, leaping
  galloping, and sliding. The traveling movement can be in a straight path
  curved path, circular path or meandering path.

- **Non-locomotor movements** are movements performed around the axi
  of the body while the person stays in one place. Movements performed b
  parts of the body are known as gestures. Gestures can also be describe
  as movements performed in space. That is why movements in the Adow
  dance are referred to as gestures. Examples include facial expressions
  bending, pushing or pulling, rising or sinking, shaking, stretching, swinging
  swaying, twisting, and turning.

Space

Space is the area where a person is dancing. Space helps the dancer to give adequate expression of feelings and emotions through movement. Space is the element of dance that has to do with:

- **Size:** This determines whether movements are large, small, narrow or wide.

- **Shape:** This has to do with the shapes dancers make with their bodies or the shapes those groups of dancers form, such as lines or circles.

- **Direction:** Before a dance is performed, the dancer's direction can be described as being in place. When the dance movement starts it can be done moving forward, backward, or sideways (left or right).

- **Pathways:** It is whether the pathway created through the locomotor movement is straight, curvy, circular or meandering. Pathways can also be described in relation to the gestures created by the non-locomotor movement.
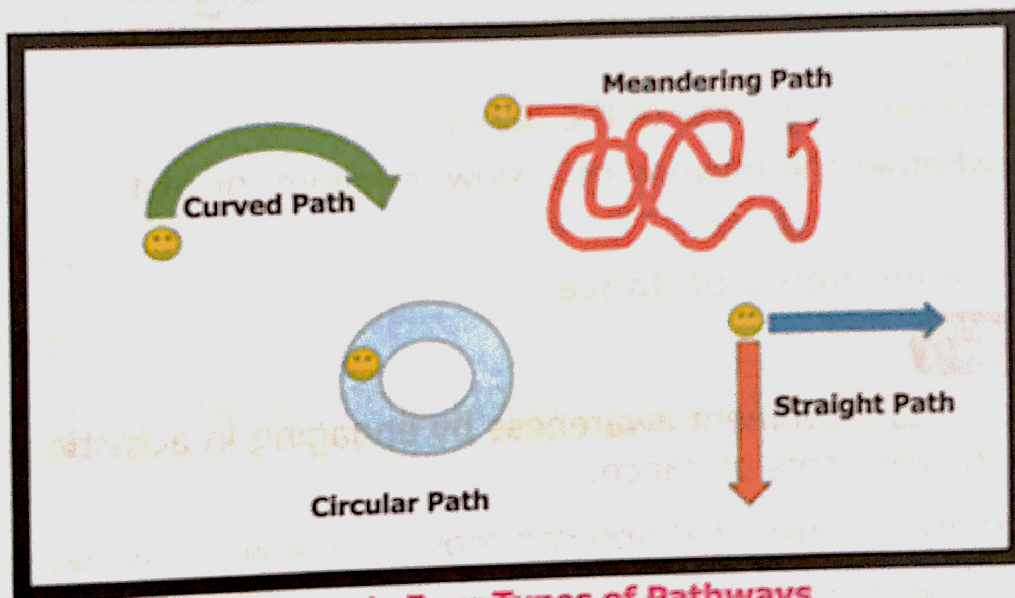
Figure 1: Four Types of Pathways

- **Levels:** This is to indicate whether the dancer reaches high, stays at middle, or is low and close to the floor when performing the movement. The concept of levels can be understood using the example of a house as described in Figure 2 on the next page.

The roof is high, the door is opened in middle and the foundation of the house is below. As a normal human being, your normal standing upright position is considered as middle, if you move above the middle to stand on your toes or spring up it is considered high and finally if you go below the middle to have a little bent knee or even going down to touch the floor then it is considered low.
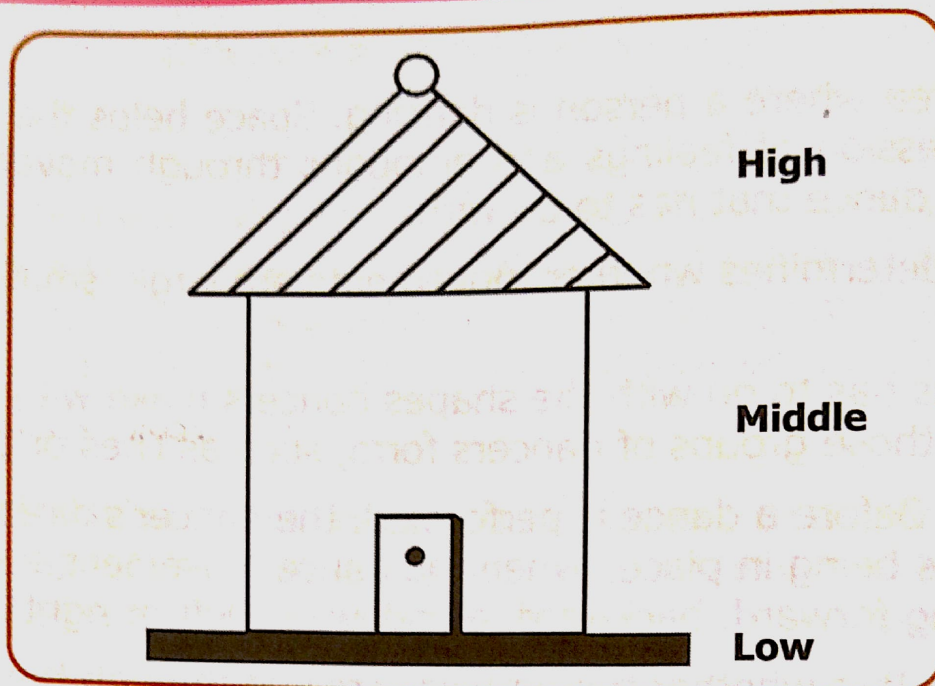
Figure 2: Concept of Level

1.2.3 Time

Time is the period between movements or repeated gestures in a dance. It i
very important in dance to give rhythm to movement. Time is the element o
dance that has to do with

- **Beat:** the underlying pulse of the dance.
- **Tempo:** whether the movement is slow, medium, or fast

Exploring the elements of dance

Activity 1

Develop body and movement awareness by engaging in activities that
incorporate the elements of dance.

- Play a variety of music that you can move to (slow or fast tempo).
- Practise some locomotor movements (walking, running, hopping,
  jumping, skipping, leaping, galloping, and sliding) while using the music
  as the beat.
- While you try these locomotor movements, explore the various
  pathways (straight, curved, circular or meandering paths).

Activity 2
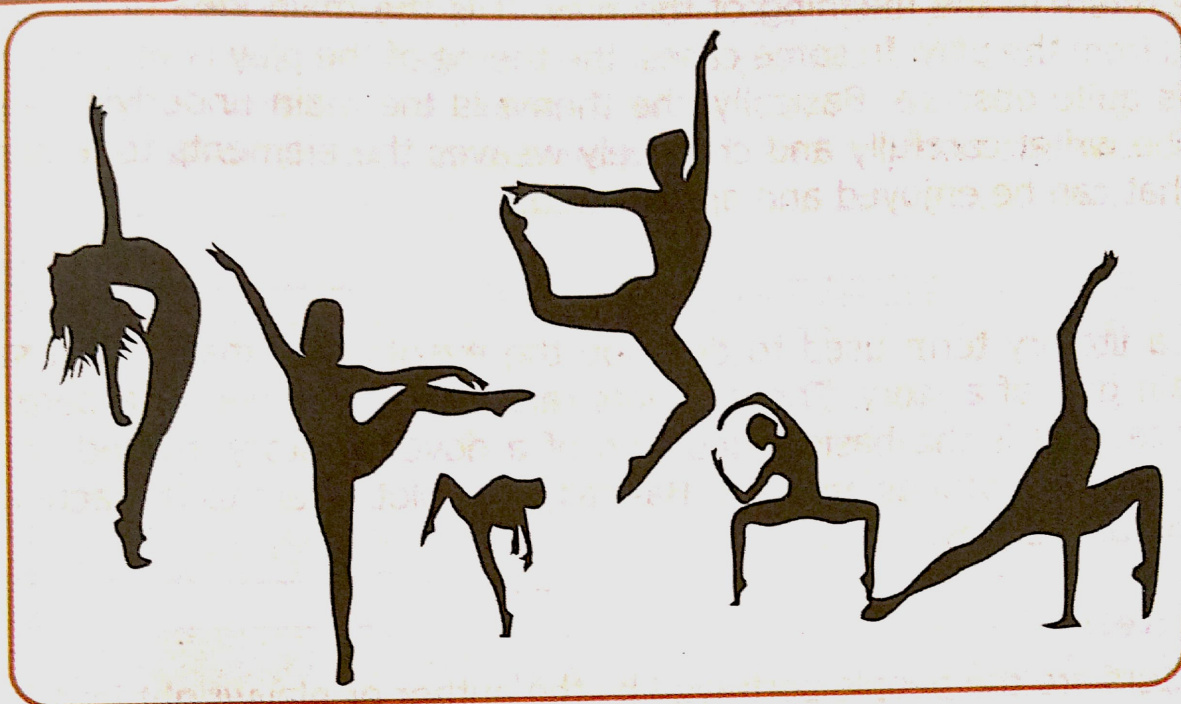
Identify the movements as low, middle or high levels in dance.

LESSON 2: WHAT IS DRAMA?

Introduction

Drama, which can also be referred to as a play, is a form of literature written for theatre performance. Drama is a mode of fictional representation through dialogue and performance.

The drama piece usually consists of a script with dialogue. The actors and actresses are the main drivers of the story. Just like in dance and other arts, elements in drama can also be described as the foundation on which the artist develops stories for actors to bring to life. By knowing and using the elements of drama, the skills needed in creating a successful performance, as well as the skills required to analyse a drama, could be developed.

Elements in Drama

The basic elements in drama are plot or action, theme, characters, dialogue, and technical elements. For the success of a drama, attention has to be paid to each element.

Theme

Theme refers to the meaning of the play. It is the main idea or lesson to be learned from the play. In some cases, the theme of the play is very clear; other times is quite obscure. Basically, the theme is the main underlying idea of play. The writer carefully and creatively weaves the elements together into story that can be enjoyed and appreciated.

Plot

Plot is a literary term used to describe the events that make up a story, or the main part of a story. These events relate to each other in a pattern or sequence. Plot is the basic foundation of a novel or story around which the characters and settings are built. Basically, the plot refers to the action or the storyline of the play.

Characters

Characters are the people portrayed by the author or playwright in the play. It is the characters who move the action or plot. Characterization is the way an author presents a character. Characters can be categorized into three types according to the roles they play and they may have a major part or a minor involvement in the drama.

- Main character of the play is known as the protagonist.

- The antagonist is the character who opposes the protagonist.

- The other characters that are neither the protagonist nor the antagonist are called secondary characters.

Before the dialogue in a script, the playwright will often include a cast of characters. Each character, both major and minor, is listed alongside a brief description of the character's role in the story. This list helps the reader or the audience to identify the various characters and the actors who will play each role.

The actors are chosen based on both their physical and verbal ability to interpret the character. Sometimes the actor may require certain physical characteristics to be able to fit the role.

Dialogue

This refers to the words written by the playwright and spoken by the characters in the play. The dialogue helps move the action or plot of the play. The words spoken by the characters are usually to each other, and not to the reader.

Technical Elements

These encompass all that goes into making a staged production. Technical elements include scenery (set), costume, properties, light, sound and make-up. Each one is explained in Figure 3. All of these areas work together in a production to establish the place, time period, and mood of the production.

TECHNICAL ELEMENTS

Scenery — Theatrical equipment such as curtains, flats, backdrop, or platforms used in drama to communicate environment.

Costume — Clothing and accessories worn by actors to portray character and period.

Properties — Moveable objects that appear on stage and are used as part of drama.

Light — This means placement, intensity and colour of lights set as needed to communicate environment, mode or feeling.

Sound — The effects heard during a performance to communicate character, content or environment.

Make-up — This includes costume, wigs and body paint used to transform an actor into a character.

Figure 3 : Technical Elements of Drama

2.3 Types of Drama

Drama performances are generally classified into specific categories according to the mood, tone, and actions depicted in the plot. Some popular types of drama include comedy, tragedy, and opera.

2.3.1   Comedy

Comedies are lighter in tone with intentions of making the audience laugh and usually come to a happy ending. Comedies place offbeat characters in unusual situations causing them to do and say funny things. Comedy can also be sarcastic in nature, poking fun at serious topics.

2.3.2   Tragedy

Tragedies portray serious subjects like death, disaster, and human suffering in a dignified and thought-provoking way. Rarely enjoying happy endings, characters in tragedies are often burdened by tragic character flaws that ultimately lead to their demise.

2.3.3 Opera

This versatile genre of drama combines theatre, dialogue, music, and dance to tell grand stories of tragedy or comedy. Since characters express their feelings and intentions through song rather than dialogue, performers must be both skilled actors and singers.

Activity

Exploring the elements of drama based on the types of drama.

Encourage children to utilize their creativity by viewing a short drama piece that incorporates the elements and types of drama.

- Give each student a piece of paper divided into five columns. Label the columns: theme, plot, characters, dialogue, and technical.
- As they watch the drama piece, ask the students to note down the various elements observed.
- Discussions: Have a discussion on the drama piece and get the varied thoughts for the various elements.

Chapter Review

1. The person who creates a dance piece is known as _____.
2. The people who watch a dance piece can be called _____.
3. Two categories of actions found in dance are _____ and _____.
4. The area where a person performs a dance is known as _____.
5. The types of levels used in dance are _____, _____, _____.
6. What does a plot in drama mean?
7. Which of the elements has the ability to establish the place, time period, and mood of the production?
8. Name the types of drama learnt in this lesson.

STRAND 2:

CREATIVE ARTS

SUB-STRAND 2.2:
CREATIVE AND AESTHETIC EXPRESSION

DESIGNING AND PRODUCING OWN VISUAL ARTWORKS

In this lesson, we are going to learn how to produce posters using our knowledge of elements of design as well as our study of tools, materials and techniques for still-life drawing in the previous lessons. This is not your first time of learning how to produce posters. You learned how to design posters when you were in primary school. For this reason, we are going to refresh our memories and learn more about poster design.

A poster is a piece of paper designed with images and text to communicate a message to the general public. Posters can either be in portrait or landscape format. But mostly, posters are in portrait format and are to be attached to a wall or vertical surface. The reason for producing posters also automatically makes it the type of poster it is. The following are the main reasons why designers produce posters.

1. **Social Awareness Poster:** The main reason for producing this kind of poster is to create an awareness of a particular issue in the society. Issues like health, the environment, crimes, etc. Examples include awareness on COVID-19, HIV/AIDS, Teenage Pregnancy, Poor Sanitation, Global Warming, Cyber Crime, etc.

2. **Propaganda and Political Poster:** This poster is used to ask people to choose a particular person for a particular position. It can be school politics where students are vying for positions such as School Prefect or House Prefect or in our communities where people stand to be elected as assemblymen and assemblywomen. It can also be in our constituencies where people contest to be Members of Parliament (MPs) or at the national level, people contesting to be presidents. In all these cases, posters are produced to campaign for votes.

3. **Product & Service Promotional Poster:** Posters that advertise products and services are known as product promotion poster or service promotional poster. These posters are used by businessmen and women to advertise their goods and services.

4. **Entertainment Poster:** New movies and music are made known to the public through movie poster or music poster. These posters usually call people to come for the launching of the new song or movie.

5. **Event Poster:** With this kind of poster, events or occasions are made known to the general public so that they can attend or take part in such events. Examples are Christmas or New Year party, Sallah Party, Pool Party, Festival Celebrations, Birthdays, Funerals etc.

Take a tour of your community and take photographs of the various types of posters and present them in class.

Poster design starts with a common canvas. Common poster sizes are 8.5 by 11-inch letter (or A4), 11 by 17 inches and 22 by 34 inches. Large format poster sizes are commonly 24 inches by 36 inches. As we discussed earlier, posters can be designed vertically or horizontally, but are most commonly designed with a vertical orientation.

Let us now take a look at useful tips for improving our skills in poster design.

1. **Make Your Poster Easy to Read from a Distance**

The top priority of a poster is generally to convey a message. For this reason, key information should be easy to read from a distance to help draw people to the poster and create a hierarchy in the text.

When it comes to poster design you can think of text as having three distinct layers:

a. **Headline:** This is the main (and largest) text element in the design. It can be in addition to an art element or it can be the art element. Opt for a readable typeface that is interesting and demands attention.

b. **Details:** What? When? Where? Answer these questions in the second level of the text.

What information does someone need to do what your poster is asking of them? Provide the information here in a concise manner. As for sizing, there are two options – drop the size to about half of the main headline for very clear hierarchy or continue to use a larger size and use another technique for contrast. (The choice often depends on other elements and importance of secondary text).

c. **The fine print:** This one explains itself. Commonly seen on posters to promote movies, it is everything else that someone decides needs to be on the poster. Make it small and keep it out of the way.

2. Let There Be Contrast in Your Poster

You have one glance to grab someone's attention with a poster.
High contrast between elements can help you do that. Forget a monotone colour palette with pale gradients; go bold with colour and type options. Poster design is a great time to try a typeface or colour palette that might be too "crazy" for other projects.

Experiment with it.

Think about a big colour background as well. Many times poster designers start with a white canvas. If your printer allows, use a high colour background with a full bleed to make your poster stand out from all the rest. Most importantly, if the background is light colour, the text should be dark but if the background is dark, the text should be light-colour.

3. Consider Size and Location

This is important: Where is your poster going to be located?
This factors in several ways, including the size of the poster, visual clutter around the poster and will the people who see it appreciate your call to action?

Knowing where the design will live can help you make choices about how to create it. Not only is visual contrast important within your design, it is an important external factor as well. Think of it this way: If your poster is going to hang on a green wall, you probably want to use a contrasting colour scheme so the design does not blend into the environment.

4. Make a Mini Version

While poster design is primarily a design project, create mini versions that can be used in other places as well. Remember, one of the basic principles of marketing is that a person needs exposure to something 20 times to remember it. The multiple poster versions can help you accomplish just that.

- Scale down an image that can be shared on social media.
- Make a postcard or letter size to hand out.
- Consider making a "poster-version" landing page for your website.
- Create a version that can be sent via email.

5. Use One Big Visual

Whether you choose a photo or drawing, illustration or text, a dominant image is key. And just like the text, it needs to be readable from a distance.

When designing posters, think tight — close-up crops of faces or elements, single item illustrations, a common scene with a sharp focal point, novelty typography with high interest. After you select a visual, be careful about arranging your elements. Type and images need to have enough contrast so that they are independently readable.

Activity

Your Creative Art and Design teacher will guide you to produce all the types of posters discussed.

Use the basic tips while designing your posters.

Exercise

1. What is a poster?
2. State and explain five reasons why we design posters.
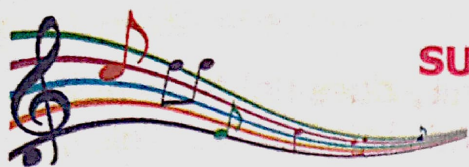
SUB-STRAND 2.2: CREATIVE AND AESTHETIC EXPRESSION

SOLVING SOCIETAL PROBLEMS THROUGH MUSIC

Introduction

Music is part of our cultural heritage and therefore we live with it. It is one of the ways of communicating to people and so if you use it well, it will be a channel of solving some of the existing problems of society.

Music has the power to affect and influence the community in which we live. There are many problems we can identify and address them through music. Let us see how we can compose songs to solve some of such happenings in our communities.

Learning Indicators

In this chapter, you will be able to:
1. identify some existing societal problems
2. develop musical ideas on societal problems
3. compose music to solve some societal problems
4. perform your works in a concert
5. write an aesthetic appreciation on your concert performance

LESSON 1: IDENTIFYING SOCIETAL PROBLEMS

Problems of the Society

The society we live in is made up of different kinds of people and different behaviours. There are some behaviours and conditions which are not acceptable in the society. These behaviours and conditions may have negative consequences for quite a number of people.

They may also affect the individuals as persons and consequently affect the entire life of that individual. What are some of these behaviour and conditions? There are many behavioural happenings and conditions in our society which we can address them using music.

Some of them are poverty, drug abuse, ethnic discrimination, alcohol abuse, economic deprivation, prostitution, environmental degradation, corruption and many more. Let us discuss a few of them.

Poverty

Poverty is a condition in which a person or a community does not have money and other resources and essentials to live a normal and standard life. This may be due to unemployment in the community or low level incomes to meet basic needs such as food, clothing and shelter. Poverty can lead to chronic illness, lack of education or the ability to work, chronic food insecurity, hunger, and malnutrition. These can be addressed with music.

Drug Abuse

Drug abuse describes illegal use of substances either in small or large amounts. When you take a drug that has not been prescribed by a doctor, and which consequently affects you negatively, it means you are under drug abuse. Misuse of drugs can have negative impact on the way your brain functions. It can cause depression, anxiety, hallucinations, delusions, and insomnia.

Some drugs can end people's lives and make them mad. If people abuse drugs and become sick, the society will lose such people. Some of these drugs and substances are marijuana, cocaine and alcoholic beverages. Common drugs such as paracetamol and tramol can also be abused. Since drug abuse has such negative effects on the community, we can use music to talk about it.

Prostitution

Prostitution is a situation where one involves the exchange of sexual services for money, goods, or other benefits. The prostitutes negotiate their own rate with customers for sexual appointments.

A girl will take a client into her room, negotiate a price and collect a payment before offering up the service. Most of these prostitutes are found in the streets, and other specialized public display places they have naturally created. Prostitutes contract deadly diseases such as HIV/AIDS and other sexually transmitted diseases.

Prostitution can also lead to violence, neighbourhood blight, drug abuse and spread of infectious diseases. This is a serious problem in which music can be used to address.

Environmental Degradation

Environmental degradation is the destruction of the environment by depleting the natural resources such as air, water and soil. This is a disturbance to the environment and may lead to the destruction of ecosystems and the extinction of wildlife. In Ghana, illegal mining known as galamsey is a major threat to our environment because our water bodies are being contaminated and the lands are being damaged.

It also causes pollution that affects human health, such as respiratory problems like pneumonia and asthma. Millions of people are known to have died of diseases due to indirect effects of air and water pollution. Many people cannot get good water to drink as a result of galamsey. Many people have been rendered homeless due to environmental destruction.

Deforestation, soil erosion, depletion of the ozone layer and combustion from automobiles causing extreme air pollution, water pollution, throwing waste in drains and rivers, use of chemical fertilizers and pesticides as well as burning of coal and mineral oil must stop.

Corruption

Corruption is the use of powers by people in certain positions for illegitimate personal gain. It can happen in government, institutions, among corporate groups and even homes. Some of the forms of corruption include bribery, extortion, cronyism, nepotism, parochialism, peddling and embezzlement. This comes about as a result of greediness.

Some people have described corruption as evil, decay and dishonesty. Corruption erodes the trust we have in the public sector to act in our best interests. It wastes our taxes or rates that have been earmarked for important community projects.

In the end, it will affect societal growth and development which will consequently impact negatively on the people in the society. Music can be used to make people stop such corrupt practices.

LESSON 2: DEVELOPING MUSICAL IDEAS BASED ON SOCIETAL HAPPENINGS

Themes for Music Creative Activities

In music creation, themes are developed and created to express the idea of the composer or the creator. Remember that we have already said that music communicates, so the composer is specific with the kind of message to be communicated to the audience through the themes.

There is always the need for an idea called musical theme. Musical themes can refer to the context of the text or the sound in the form of a phrase. In creating your own music, it becomes very significant to create a theme to begin with. We have already discussed some of the happenings of the society on which you can develop your themes for music creation.

Creating Texts on Themes about Societal Problems

As already discussed, the society is confronted with many problems. Do you remember some of them? When creating text, you need to focus on the theme and write it in lines.

The lines you create should connect as you compose them. You need to think about the language you want to use as well as the kind of audience or listeners of your song. For example, let us compose texts on illegal mining with the theme "galamsey".

Title: Stop Galamsey
Galamsey is a threat
A destroyer of our time
Do you want to make us thirst?
Stop! Stop! no galamsey
Stop galamsey and save our lives
If you care for the future
Stop now, you will be punished
Stop! Stop! no galamsey

The theme of your text is "galamsey". The title of the piece is "stop galamsey".

The texts that have been created carry a message that:

1. Galamsey is a destroyer
2. Galamsey will make us thirst
3. Those involved in galamsey should stop
4. Our future is in danger with galamsey

Activity

Choose any of the problems of the society we have discussed so far, develop a theme and create texts to go with the theme. Do that in groups and as individuals.

Exercise

1. Identify 5 societal problems in your community, and suggest ways to solve them.

2. Create a musical piece on a theme that addresses a societal problem.

SUB-STRAND 2.2:
CREATIVE AND AESTHETIC EXPRESSION

CREATING TO SOLVE SOCIETAL PROBLEMS THROUGH DANCE AND DRAMA

Introduction

Generally, the performing arts have been known to have positive influences on members of the community most especially on young people.
The benefits have been physical, emotional, and social as well as the development of a healthy appreciation of culture and the arts.

With a good foundation in the performing arts, one acquires the ability to create performing art pieces in the form of dance or drama to solve some of the problems found in the society.

Learning Indicators

After going through this chapter, you will be able to:

1. Understand the culture of dance and drama in communities.
2. Identify societal problems
3. Develop dance and drama concepts that discuss societal problems.
4. Create short dance and drama pieces that have the ability to solve some problems in the society.

LESSON 1: DANCE AND DRAMA IDEAS BASED ON SOCIETAL HAPPENINGS

Introduction

In this lesson we will look at how to develop dance and drama ideas based on societal happenings. As a people the society or community in which we live defines who we are. As members of a society it is our responsibility to contribute to the development of the community in which we find ourselves.

However, as we go by our day-to-day activities in the community we encounter many happenings that have either positive or negative impact on our lives. We are going to be exposed on how we can contribute positively in such situations using dance and drama.

Dance and Drama in the Community

Dance and drama have the ability to provide many social and cultural improvements in the community and surrounding areas for children, teenagers and adults. They expand social and cultural interaction, and provide an overall community feeling of well-being and togetherness.

The social aspects of dance and drama open the opportunity for friendship for members of the community or society. Others include self-confidence, imagination, and empathy.

Identifying Societal Problems

Now that we have been exposed to elements and benefits of dance and drama in our communities we are going to go on to how to develop drama and dance ideas that can help solve or curtail some societal issues. As we are aware our communities in which we live in are faced with numerous issues that need to be addressed.

Some of the issues include, but are not limited to, bullying, peer pressure, girl child education, poor sanitation, and drug abuse. In as much as some problems may be common, we must not forget that every society has its own peculiar problem. We are going to extensively discuss the problem of poor sanitation in our communities, after which we will try to find some solutions to this problem.

Poor Sanitation

Poor sanitation is one of the problems we face in our communities. Poor sanitation refers to public health conditions related to clean drinking water and adequate treatment of and disposal of solid and liquid waste. There is a need for sanitation systems to help protect human health by providing a clean environment that will stop the transmission of diseases, especially through the fecal-oral route. Factors that have the potential of causing poor sanitation include:

Poverty

Poverty in Africa remains one of the greatest challenges facing the people and their governments. Most urban populations are living in deplorable informal settlements that are characterized with extreme deprivation of basic human needs especially service provision.

Inadequate Water Provision

Lack of sufficient water supply has led to unofficial ways of accessing water services. This has in turn led to access of unhygienic water for the people which exposes them to waterborne diseases such as cholera.

Inadequate Planning

As population increases, more pressure is put on the capacity of urban cities to provide services to residents. High costs of housing, transport, health care, and sanitation have led to growth of slums and informal settlements. All of these have led to acute drainage and sanitation problems, which have contributed to the emergence of breeding sites for mosquitoes and flies.

Effects of Poor Sanitation

Activity 1

Discuss some of the effects of poor sanitation in your communities and write them down.

Activity 2

Develop a drama and dance piece on poor sanitation in your community. This activity will have to be done in groups. The group can use the following questions to guide the process:

1. What are the causes of poor sanitation?
2. What are some of the effects of poor sanitation?
3. Can a creative drama and dance piece be used to address this problem?
4. If yes, then create a drama and dance piece for this problem.
5. Use the lesson on Plot to assist in developing the story.
6. Remember that your story should have the following parts: exposition, rising action, climax, falling action and resolution.
7. Can the group create a dance piece on poor sanitation?

Chapter Review

1. What are some of the benefits of drama and dance to community members?
2. What are some of the problems found in communities which dance and drama can be used to solve?

STRAND 2:

CREATIVE ARTS

SUB-STRAND 2.3:
CONNECTIONS IN LOCAL AND GLOBAL CULTURES

HISTORY, CULTURE, ENVIRONMENTAL AND TOPICAL ISSUES IN THE COMMUNITY

In this lesson, we are going to produce designs (poster) that can address a topical issue in our society. One of the topical issue in Ghana is the novel Coronavirus, COVID-19.

This pandemic has made schools to close down for more than nine months. The World Health Organization (WHO), together with Ghana Health Service have been advising the general public to observe some health protocols to prevent them from contracting the disease.

Among the protocols are washing hands with soap under running water, the use of hand sanitizers, wearing nose masks and face shields as well as observing physical social distancing.

Your Creative Art and Design teacher will guide you to produce manual posters comprising the various objects mentioned in the health protocols and add texts to them for social awareness purpose. Your knowledge on still-life drawing will be very useful in designing the poster.

The purpose of the still-life drawings is to educate the illiterates in our community to know what those items are, and how to use them: soap, a bottle of hand sanitizer, nose mask and face shield.

After drawing, we will shade the objects using the various shading techniques we studied and add text to illustrate how to use those items or products.

Activity

Follow your teacher's instructions/directions and produce a poster to address the topical issue above. Study and talk about the poster on the next page.
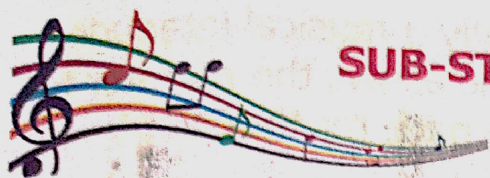
CONNECTIONS IN LOCAL AND GLOBAL CULTURES THROUGH MUSIC

Introduction

Music has the power to touch and influence all societies locally and globally. It is generally known that it affects and enhances cultural identity.

The kind of music a musician plays or performs has an origin. Thus, music and music making in our communities and elsewhere are connected to our way of life. One of such traditions that have local and global connections is musical stories.

Musical stories have the potential to bring people together and connect wide range of people.

Learning Indicator

In this sub-strand, you will create music that tells stories.

LESSON 1: CREATING MUSIC TO TELL STORIES

Introduction

Have you listened to any music that has a story background?
Have you watched any musical clip that tells a story about something?
Musicians usually use music to tell stories about our environment, artworks, history and festivals as well as our tourist sites and other community events.

Songs of Nana Ampadu, a popular Ghanaian musician, are usually based on stories. You can go to YouTube and find Nana Ampadu's songs and listen to some of them. These songs are called **ballads**. Ballads narrate short stories in stanzas.

Creating Musical Stories

In creating music that tells stories, it is always important to write your stories first, arrange them into phrases and set them to the music.

Another way is collect the existing stories and set them to music.

MUSIC THAT CONNECTS LOCAL AND GLOBAL CULTURES

Introduction

We talked about musical stories as one of the ways we are connected locally and globally. In this chapter we will look at some types of music which also have connections with our society and the world at large. In Ghana some musical performances and compositions connect the various cultures that are found in the country. Similarly, we have various cultures across the world where music has the power to connect them. Music has the power to connect Ghanaian, African and the world cultures.

Learning Indicators

In this sub-strand, you will:

1. identify music that connects cultures in Ghana
2. identify music that connects global cultures

MUSIC THAT CONNECTS LOCAL CULTURES

We have already learnt that in Ghana, we have traditional music, art music and popular music. Local cultures are well connected through these types of music. All these types of music are performed across and even beyond Ghana.

Ghanaian Traditional Music

Various ethnic groups have their own traditional music. Can you mention some of them? What type of traditional music is performed in your locality?

Some of the most popular traditional music in Ghana are adowa, kete, apatampa (from Akan ethnic groups), atsiagbekɔ, agbadza, boboobo (from Ewe ethnic groups), bamaya and takai (from Northern Ghana ethnic groups), kpanlogo and kpatsa (from Ga ethnic groups).

Although each of these musical types is originated from the various ethnic groups, they are performed all over Ghana.

Today, as a result of schools cultural practices, you find Akan communities performing the music of the Ewe community, while the Ewe also perform the music of the Ga.
This practice promotes intercultural, intra-cultural and trans-cultural connections among the communities in Ghana.

Ghanaian Art Music

Performance of Art musical compositions in churches, national programmes and music festivals in Ghana shows evidence of how music connects the local cultures. Art music compositions which are vocal are created using the various languages but they are performed all over Ghana. Songs such as "Ghana Nyigba", "Yen ara asase ni", and many more are sung in schools and used by many choral groups in spite of the language used. This is a unique characteristic that brings all ethnic groups together.

Ghanaian Popular Music

The performance of popular music which may include Highlife and Gospel music in Ghana brings new practices of inter-cultural performative expressions. The use of mix vocal techniques such yodeling, ululation, holler, nasalization and local musical instruments, dress and performance culture used in the highlife performance is a clear indication of how Ghanaian musical practices are locally connected. In terms of lyrics (texts or words) used in the songs, popular music combines fragments of folk music from different cultures. Sometimes, languages and music are alternated between the verses, the verse and chorus of the song or extending the song structure by adding a coda in another language. By using fragments of songs in different languages and from different cultures, the performers are able to connect and express their local cultures.

Activity

Watch either a traditional music performance or popular music and explain how it connects our local cultures.

Chapter Review

1. List five musical pieces that connect cultures in Ghana.
2. Identify 2 traditional musicians, 2 art musicians and 2 popular musicians whose works connect local cultures.

SUB-STRAND 2.3:
CONNECTIONS IN LOCAL AND GLOBAL CULTURES

DANCE AND DRAMA THAT CONNECT LOCAL AND GLOBAL CULTURES

Introduction

The performing arts have a unique way of contributing to building lively cities and communities creating a sense of belonging, where people want to live, work, and visit. Dance and drama specially have connected people and communities in Ghana and around the world. In this chapter we will be exposed to some of the connections being made in the area of dance and drama locally and globally.

Learning Indicator

After going through this chapter, you will be able to identify some Dance and Drama that connect local cultures.

LESSON 1: DANCE AND DRAMA THAT CONNECT LOCAL CULTURES

Introduction

Ghana is blessed with diverse cultural and linguistic groups all agreeing on common objectives. The country has over 100 ethnic groups evenly distributed across the country.

Due to factors such as urbanization and migration, it is difficult to state the exact figure of ethnic groups currently available in Ghana. However, the main ethnic groups in Ghana include Ewe, Guan, Ga-Adangbe, Akan, and Dagbane. These five ethnic groups are subdivided into subgroups with all possessing a similar history, origin, cultural tradition, and verbal language. While some are still available and practise their cultures, others have disappeared due to urbanization among other factors. It is therefore important to find ways of connecting people to their culture.

Dance and drama have been the best practices so far in achieving this. In this lesson we will identify some institutions that are assisting in connecting the people to their culture.

Local Arts Culture

"Local" can be applied to the hometown arts community; it can also be used for semi-professional and or amateur. But, lately, the word has experienced rebirth, particularly among the younger generation of the arts. Misconception have recognized the word 'local' as not too modernized and tend to look down on things that are local. It seems about time to take the "local" out of exile reclaim it, polish it up, and take new ownership of it. 'Local' is everything around us: from our schools, markets, small arts establishments, our history our demographics, our social issues and our neighbourhoods. Until we look at it from this perspective, then will we find truer understanding of the word local, and for those in the arts community, a superior reason for doing art We need to embrace local arts for its growth and development in the community as a whole.

Local arts cultures are those artistic activities and works dedicated to the service and development of communities in the area of the arts. The art of the local culture is rooted in the civic resources and values of a given city or region. These resources include regional history, local demographics creative businesses, and the resident arts community. Small cities, towns and urban cities are responsible for producing local culture. Most local cultures are somehow unique, the product of their specific history, demographics, creative entities and the infinite variability of their inhabitants. A healthy local culture produces an integrated network of organizations, businesses, civic institution and individual participants who generally share a pattern of beliefs, values and cultural objectives.

Community Sharing

The arts of the local culture is remarkable for their financial efficiency Sharing rehearsal space, equipment, storage areas, and a hundred other exchanges is not only a form of community solidarity, they are like money in the bank for many arts organizations. The economy of sharing is an important way a resident arts community can extend a region's cultural capital, not only for themselves, but for the community as a whole.

The following qualities support a rich arts community:

- Space sharing between your organization and another community group
- Equipment sharing or lending between your organization and another community group.
- Joint marketing projects between your organization and another community group.

The Resident Arts Community

This is a network of arts organizations, resident artistes, and creative businesses serving, and dedicated to a local culture. The work of the resident arts community is uniquely capable of supporting such regional enterprises as the interpretation of local history, the development of long-term arts educational programmes, and community engagement in local social and community issues. In Ghana, a number of resident arts communities are spread around the country. They can be seen in ethnic, community, regional and at national levels. Let us look at all the areas.

Community

In our communities we can find schools, churches, mosques, and even community centres. These places also play a vital role in connecting people to their culture. All of these institutions have small groups in the form of clubs that perform drama and dance. Since the schools, churches and mosques are made up of children from different walks of life, the performance of dance and drama helps to connect or bridge the gap of cultural differences.

Regional level

Currently, Ghana has sixteen regions. Until 2019, Ghana had 10 regions with all of them having some facility known as Centre for National Culture. This facility in each region helps in the promotion of the Ghanaian culture most especially the culture of that region. It usually acts as a venue for cultural performances in the area of drama, dance, and music.

There is usually a regional resident group that assists in the connection of the local cultures. During festivals these resident groups organize performances that depict the history of the people and the nation as a whole.

People who witness these dance performances may or may not be residents of the particular region but the dance and drama activities connect people of different cultures thereby promoting the peace and appreciation of other cultures.

National

The National Theatre Complex was commissioned on 30th December 1992. It has a multi-functional venue for concerts, dance, drama and musical performances, screenplays, exhibitions and special events. It has three Resident Groups namely, Abibigromma, Dance Ensemble and the National Symphony Orchestra.

The Drama Company (Abibigromma) bases its drama concept on an authentic 'African Theatre Ensemble'. Its content and technique embrace the characteristics of indigenous African theatre, which is a blend of music, dance and dialogue with a folkloric base. The Company also uses theatre to engage communities to raise awareness and facilitate the search for durable solutions to social, economic and civic issues which hinder development.

The Ghana Dance Ensemble (National Dance Company) initially was trained and developed by the Late Emeritus Prof. Mawere Opoku as its first Artistic Director. Mawere Opoku's choreographed pieces and arrangements of traditional dances remain the standard repertoire of the Ensemble.

In addition to the standard repertoire, Prof. Nii Yartey embarked on the development of the concept of African Dance Theatre, which was mainly dance and drama. The repertoire of the group includes traditional performances from all sixteen regions in Ghana, contemporary dance pieces, and dances from all West African countries.

The National Symphony Orchestra was formed by the late Philip Gbeho with the goal of not only introducing European classical music to Ghana and Africa, but also developing a culture and platform for publishing and performing of Afro-classical music. Over the years the National Symphony Orchestra Ghana has become an internationally recognized orchestra performing on many prestigious occasions at the local, national and international levels.

Reading from the background of these three groups, it is obvious that the performing arts are doing their best in connecting people of all cultures together. As we watch drama and dance performances from other parts of Ghana there is the nurturing of togetherness among the people.

Chapter Review

1. What is meant by local artistes?
2. List four local cultures.
3. List three societies involved in network organizations.
4. How does your church or mosque in your community connect to the people?
5. List two importance of connecting people with dance and drama.
6. Name two music/drama/dance companies in Ghana.