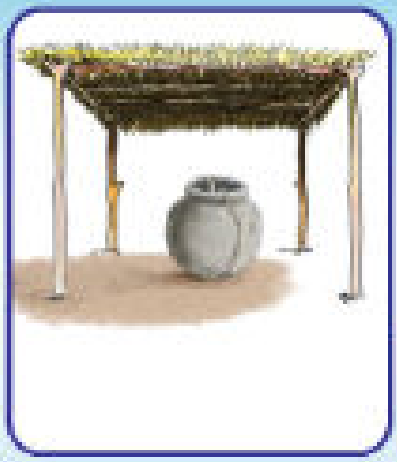
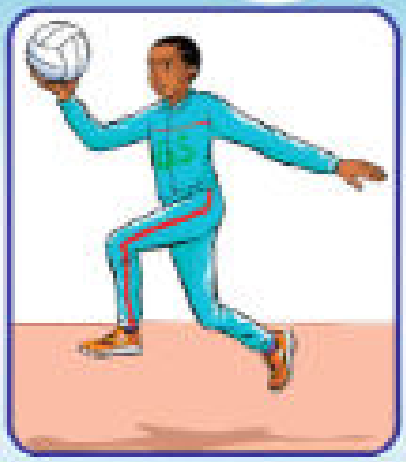
Arts and Sports

Pupil's Book

Standard 5







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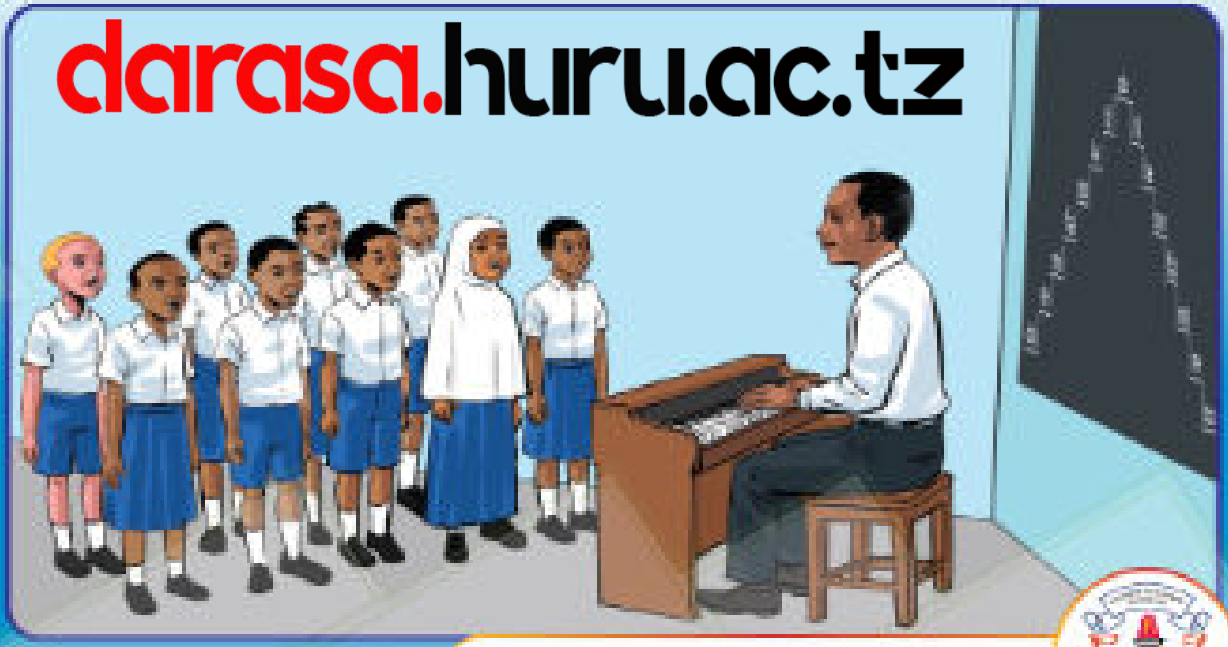

Tanzania Institute of Education

Arts and Sports

Pupil's Book

Standard Five



THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION,

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Commissioner for Education

Tanzania Institute of Education

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Introduction

This textbook, Arts and Sports, is written specifically for Standard Five Pupils in mainland Tanzania. This book has been prepared according to the Arts and Sports syllabus issued by the Ministry of Education, Science and Technology in 2023. Some of the themes in this book have been taken from the previous books of Vocational Skills Standard Six and Seven, published in 2018 in accordance with the 2016 syllabi.

This book has seven chapters: Acting, Singing and musical instruments, Drawing, Clay modelling, Creating simple shapes, Physical exercises and traditional games and Modern sports. By learning its contents, you will master the basics of singing and acting, drawing pictures, modelling and creating simple shapes. You will also manage physical exercises and play traditional games and modern sports.

The contents of these chapters are presented in the form of text, activities, interesting pictures, and exercises. Therefore, perform all the tasks in this book and other tasks that the teacher will provide. This will enable you to develop the knowledge and skills intended.

Additional learning resources are available at https://ol.tie.go.tz or ol.tie.go.tz

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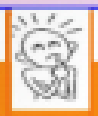
Chapter One

Acting

Introduction

Acting is a powerful tool in the performing arts, capable of conveying important messages to audiences for the purpose of inspiring change in society. In this chapter, you will learn about the concept of drama and acting, and types of acting. The competencies developed will enable you to act skillfully while following the principles of acting.



Think

How to act using actions with voice and mime

Concept of drama and acting

Drama and acting are very important concepts in the performing arts as they play a major role in conveying messages to the intended audience. Therefore, developing an insight into these concepts is essential in building skills in the field of acting.

Drama is a type of performing art that aims to convey a message to a live audience. In a drama performance, both the audience and the actor are present in the same place at the same time. In other forms of performing arts, such as music and film, this simultaneous presence of the two groups does not occur, or it is not necessary.

There are two types of drama performed on stage. The first type is written scripts, and the second type is improvised drama. The scripted drama differs from improvised drama because it requires long time to study and memorise the lines; while improvised drama depends on creativity of the actors.

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Acting is a way of conveying a message to the audience through actions and word. Also, it is recognised as a career that requires the performer to be creative in conveying the message to the intended audience. The main performers are human beings who use their bodies and voices in a play to convey the message to the audience in a way that is engaging and easy to understand. Performers are required to be creative in various areas, including:

(i) Using the body and voice creatively and skilfully;
(ii) Learn the audience and create the message according to their culture, interests and needs;
(iii) Selecting costumes that are in line with the theme; and
(iv) Preparing a performance space that aligns with the theme.



Activity 1

Prepare a performance that reflects the culture, interests and needs of any of the following groups: children, elderly people, workers or youth. Create a short play that appeals to the selected audience. Perform a play then explain how you created the content to fit their specific audience's interests, culture, and needs.

Exercise 1

1. Why should actors consider the audience's culture when preparing a play?
2. Explain how costumes, make-ups and set design contribute in making a drama attractive and engaging.
3. List at least five differences between improvised drama and scripted drama.

Types of acting

There are various types of acting, such as acting with actions and voice, mime, image theatre and dance-drama. In this level, you will learn about acting with actions and voice, and acting without voice, commonly known as mime.

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Acting with actions and voice

This is a type of acting that involves the use of words and actions to convey a message to the audience. A successful performance relies on the actor's ability to balance actions and voice. Figure 1 shows pupils performing on a stage.



Figure 1: *Pupils performing on a stage*

Aspects to consider when acting with actions and voice

Acting that involves both actions and voice requires careful attention and thorough preparation. The following are some important aspects to consider in this type of acting:

(a) Understanding the character you are portraying. It is essential to understand the character's personality, background and goals. Additionally, develop an awareness of the character's emotions in each scene and how they can be expressed through actions and voice. It is important to know how the character walks, speaks and struggles to achieve their objectives.

(b) Mastering the use of body language. Ensure that your body movements match the emotions you are intending to portray. Your movements must be purposeful. Avoid unnecessary movements on stage. Use your hands and facial expressions to convey different emotions such as happiness, sadness, surprise, or anger, rather than relying on words only.

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(c) Proper use of voice. To perform effectively on stage, control your voice by adjusting tone, speed and volume according to the context in reflecting the character's emotions. Ensure that your voice and pronunciation are clear and audible to the audience.

(d) Be realistic in acting. Make sure you portray the character you are acting realistically. Avoid repetitive habits or uses of the same emotions in each scene.

(e) Collaborating with other actors. Make sure that you listen and respond appropriately to the conversation initiated by your fellow performers during rehearsals. Make an attempt of maintaining good communication with them as you perform on stage in front of the audience.

(f) Manage the stage. To perform well on stage, make sure you are confident and seen by your audience. Learn to manage the stage. Do not stay in one area for the entire time of your performance on stage. Engage the audience through your creative use of body and voice while acting.

(g) Practise regularly to improve your voice and appearance on stage. Develop a habit of improving your acting skills. Read scripts of plays or watch films that showcase stage performances and imitate the characters using your gestures and voice.

(h) Balance your voice and actions. The actor should make sure that the voice and actions match. For example, a performer portraying sadness should not use a strong voice or show signs of excitement while on stage.



Activity 2

(a) In a group of not more than ten people, act out the following scene by using actions and voice while applying the principles you have learned.

Scene

(Manenge dressed in a kaniki outfit, enters the stage and begins to narrate his story)

MANENGE: Paukwa!

AUDIENCE: Pakawa.

MANENGE: Paukwa! To those who can hear me, paukwa.

WHOLE CLASS: Pakawa.

MANENGE: Once upon a time, there were two villages well-known as

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Kumekucha and Mtakuja. A farmer quickly realised that the villages of Kumekucha and Mtakuja were neighbours and shared the same origin, so they should all work together to tend the farm for the benefit of everyone. The major challenge here is interpreting the right decisions after the farmer leaves, as it has become difficult to distinguish between "milk" and "coconut cream"...!

(Suddenly, Mandawa enters, dressed the same as Manenge, who is already on stage)

MANDAWA: Alright! Just speak... continue talking... your peers see those things as mere history and as a misuse of intelligence *(laughs)*.

MANENGE: Those tending the farm at this moment do not realise that the farm has many trees with fruits of all kinds, which would benefit everyone, both those who tend the farm and those who sell the fruits.

(He points at Mandawa with his finger to look at something, and then they freeze... Behind them, Mama Roza is seen overwhelmed by a high fever and decides to lie down).

ROZA: *(Singing as she is arriving from her daily routine).*

(Kamnyangalakane mama, kamnyangalakane, kama dereva kamata mbogo kamnyangalakane).

ROZA'S MOTHER: *(With pain, she calls Roza)* Roza, Rozaa!

ROZA: Yes, mother.

ROZA'S MOTHER: *(With difficulties)* What joy do you have in singing while your mother is sick?

ROZA: I am singing out of sorrow, mammy.

ROZA'S MOTHER: *(She coughs in pain and loses her consciousness).*

ROZA: *(Cries while trying to wake her mother)* Mammy! Mammy! Mammy! Oh no! Mammy, are you sick?

(Suddenly, Kibanga enters.)

KIBANGA: *(While laughing)* You, child, what are you doing there?

ROZA: My mother is sick.

KIBANGA: Hahaha! She is sick!

ROZA: Yes, she is sick.

KIBANGA: What is she suffering from?

ROZA: Ki-Ki-kindongi pyepye kifaduro.

KIBANGA: Hahahaaah! *(He imitates her a little).*

ROZA: Do you even know my mother?

KIBANGA: Yes, I know her, even more than... you do.

(Singers behind the stage are heard singing) "Nilalapo nakuota wewe, niamkapo ni heri mama wee..."

(Kibanga continues)

KIBANGA: I have known your mother since she was a young girl. Many

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people, especially neighbours, appreciated her beauty. Her eyes were as bright as the cover of a Maasai milk calabash, hahahahaaaah! Here, there and everywhere was beautiful and peaceful, but now, daaah! It stinks like the breath of a dog that ate and got full on a rotten corpse, hahaha! Why wouldn't she be sick?

(He leaves while laughing)

ROZA: *(Stops being surprised)* I thought you had a help to offer, but it's just words.

(In a weak voice, she cries and sings sorrowfully, stretching her hand forward)

KIBANGA: My words are my help to you.

(Singers behind the stage are heard singing) "Nilalapo nakuota wewe, niamkapo ni heri mama wee..."

(Roza while singing, she lifts her mother and leaves with her).

(Manenge continues speaking with Mandawa)

MANENGE: Did you see?

MANDAWA: I saw, but I did not understand what I saw.

MANENGE: That is why I said this story is for those who reflect and think about it carefully.

(The sound of drums is heard from the audience. Manenge and Mandawa exit the stage with rhythmic dance movements)

(b) Discuss the benefits and challenges you faced while acting out the scene.



Activity 3

(a) Choose a theme such as gender equality, the importance of education, globalisation, sustainable development, or the environment. Then, create an improvised drama with at least five characters. Rehearse and act the drama at school by adhering to principles of acting.

(b) Discuss the benefits and challenges of performing an improvised drama.

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Mime

It is a form of performing arts in which performers use actions without words to convey a message to the audience. It is a powerful type of acting that relies entirely on body language, such as gestures, posture, and facial expressions, to convey messages without using words. The origin of mime can be traced back to early human history when the first human beings began to struggle with their lives. They used body language to communicate at a time when spoken language had not yet been discovered. For this reason, body language is considered an ancient form of communication that human beings used in the earliest stages of interaction.

As a form of performing arts, mime became popular in the 20th century. It was widely used in theatre and became a key element in early films, before the invention of sound technology. These early silent films relied completely on the actors' ability to express themselves through mime to tell stories and engage viewers emotionally. Despite the advancements of technology and the development of sound in media, mime continues to hold an important place in both film and theatre. It is still used today in stage performances, movies and other forms of artistic expression. Mime also goes beyond the stage. People use gestures and body language in everyday situations to communicate when words are not available or necessary. Figure 2 shows the pupils performing a mime.



Figure 2: *The pupils performing a mime on stage*

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Exercise 2

1. Why is mime considered an ancient form of communication
2. What is the importance of facial expression in conveying a message through mime?
3. Why was mime important in early films?

Key elements of mime

Mime depends on the body to convey messages. This means performers must develop skills to use their body parts to communicate with the audience without relying on words. This type of acting incorporates key elements such as body movements, music, emotions, facial expressions, symbols, sound effects and pantomime to convey a message. Examples of pantomimic movements include closing an imaginary door or holding an imaginary cup. All pantomime performances are accompanied by music or narration. These terms are very important in the field of acting. Therefore, building an understanding of their meanings and uses is crucial for the success of this type of acting. The terms are key factors to consider when performers use mime to convey a message to the audience.

Important things to consider in mime

There are several important aspects to consider in mime, including:

(a) Body movements. The body is the primary tool in mime. It is used to express thoughts and emotions using the body to reflect the intended message to the audience through the character you are portraying.

(b) Express emotions. Use your body to express the emotions of your character, such as confidence, sadness, anxiety, or joy. For example, you might jump or laugh to show great happiness.

(c) Communication through facial expressions. The face is an important part of showing various emotions because it has many muscles that can be used to express different emotions such as happiness, sadness, anger, fear or surprise. Ensure that the facial expressions you display are clear and easily visible to the audience.

(d) Pantomime. Make sure actions involving invisible objects are realistic by considering their size, weight, and direction. This includes using body movements, posture, and gestures when interacting with imaginary objects, such as opening a door, carrying a heavy load, or holding a light ball.

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(e) Coordination of movements. Ensure that the pace of your acting movements matches the scene's context. For example, if you act as if you are climbing a steep mountain, do not walk at a normal pace as if you are on flat ground.

(f) Audience engagement. Maintain eye contact with the audience to keep them involved in the performance. Body postures and positioning in facing the audience are the main tools that will help you ensure your audience is watching and following the performance. Develop the skill to communicate with your audience using your eyes.

(g) Organisation and flow of the performance. Ensure the performance has a smooth and logical flow from beginning to end. The sequence should be easy to follow, even without sound or words.

(h) Regular exercise and flexibility. Mime requires physical strength and flexibility. Regular stage exercises can help improve body movements and performance.

(i) Use of music and sound effects. In mime, music and sound effects can be used to enhance emotions and guide the story. They help the audience understand the scene more effectively.

Importance of mime

This art form plays a significant role in society and the world of performing arts. Some of its benefits include:

(a) Promoting the traditions and customs of the nation both locally and internationally;

(b) Helping actors and others understand how to use their bodies to convey messages effectively;

(c) Fostering creativity as it requires significant creativity to express emotions and events through body movements and gestures;

(d) Serving as a teaching tool, especially for children and people with hearing impairments;

(e) Entertaining as it is a unique and captivating form of performing art;

(f) Touching deeply the emotions of the audience because it compels people to understand the message by observing gestures and movements only; and

(g) Developing acting talent in mime,whereas actors learn to channel their emotions without relying on words. This makes them better performers in other forms of acting.

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Exercise 3

1. Why might some people find mime more powerful than spoken drama?
2. How can mime help an actor become better in other forms of acting?

Challenges of mime

Although it is a very important form of acting, mime faces several challenges, including:

(a) It is difficult for actors to convey a message to the audience if they do not have sufficient skill;

(b) Mime requires a long time of practise and rehearsal to convey a message to the audience;

(c) Limited understanding of the audience, as not everyone has the ability to interpret performances that do not use words to convey the message, making some messages not easily understood;

Despite these challenges, mime as a form of acting remains an important art form that requires patience, creativity and dedication to make it more engaging and effective.



Activity 4

Use reliable online sources to find a short mime film, then briefly analyse the themes of the performance.



Activity 5

(a) In a group of not more than eight people, create a short play based on one of the following themes: the effects of corruption; the benefits of tax education; the dangers of infectious diseases; gender-based violence; environmental mismanagement; or the consequences of laziness.

(b) Perform the mime play you have created.

(c) Conduct a discussion about the benefits and challenges of mime.

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Exercise 4

1. Why is voice an important element in acting, and how does it contribute to expressing a character's emotions?
2. What are the main techniques used in mime to convey emotions and themes?

Vocabulary

Dance acting: A type of performance where the intended message is conveyed to the audience through dance movements

Facial expression: Emotions that are expressed using the face

Image theatre: A type of acting where the performer remains still, does not speak, and does not use their voice

Movement: The manner of leaving or the way of going

Pantomime: A form of theatrical performance that conveys a story or message using only gestures, facial expressions, and body movements, without spoken words

Play: A theatrical performance acted by a group of people, reflecting real-life situations in society

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Chapter Two

Singing and musical instruments

Introduction

Singing enables the artist to convey a message or feeling through songs. In this chapter, you will learn about musical dynamics, voice balance, and how to sing solfa accompanied by musical instruments. The competencies developed will enable you to sing various songs while observing musical dynamics and voice balance, as well as using musical instruments to accompany solfa singing.



Think

How musical dynamics and vocal balance improve singing

Musical dynamics

Musical dynamics involve changes in the level of the volume during singing or playing a musical instrument. These changes involve increasing or decreasing the volume. It is important for a singer or an instrumentalist to know when to increase the volume and when to decrease it. This helps to convey a message and make the emotion of the song clearer. Often, lowering the volume is one of the ways of achieving a soft or gentle sound. Music dynamics help a listener to understand and feel the emotions expressed through the song. There are terms and signs used to represent dynamics in a song. These terms and signs include:

(a) *Piano(p).* This directs to sing or play an instrument softly. It is often used when singing or playing an instrument in a calm manner.

(b) *Mezzo-piano(mp).* This directs to sing or play an instrument at a moderately soft but with gentleness. It is used when singing or playing an instrument in a calm manner with slight emphasis.

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(c) *Pianissimo (pp).* This directs to sing or play an instrument very softly. It is used when singing or playing an instrument in a state of great calmness or with an exceptionally gentle expression.

(d) *Forte (f).* This directs to sing or play an instrument loudly. It is often used when singing or playing an instrument in situations of excitement or great emphasis.

(e) *Mezzo-forte(mf).* This directs to sing or play an instrument moderately loud. It is used when singing or playing an instrument in situations that require moderate emphasis.

(f) *Fortissimo(ff).* This directs to sing or play an instrument at a very loud and powerful volume. It is used when singing or playing an instrument in situations that require a strong impact or intensity

(g) *Crescendo (cresc).* This directs to sing or play an instrument, gradually increasing volume. It is used when singing or playing an instrument with greater emphasis on voice. Crescendo is represented using this symbol 

(h) *Decrescendo (decresc.) or diminuendo (dim).* This directs to sing or play an instrument, gradually decreasing the volume. It is used when singing or playing an instrument in a situation that requires a gradual reduction in voice intensity or excitement. Decrescendo is represented using this symbol 

Importance of dynamics in music

In music, particularly group singing, it is essential to have an understanding of musical dynamics in order to:

(a) Enhance the beauty and appeal of the song. Vocal variations in intensity between soft and loud make the song more exciting.

(b) Effectively convey the message and emotions of the song. Vocal rising and falling in a song create an emotion and help listeners understand the song thoroughly.

(c) Add variety and avoid monotonous singing. Variation in vocal intensity makes the singing lively and interesting.

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Activity 1

Using various online sources, explore various songs that incorporate different musical dynamics, then:

(a) Choose a song with different musical dynamics and demonstrate their effect by singing.

(b) Provide a song that uses musical dynamics and explain how these dynamics help to convey the emotions of that song.

Voice balancing

Voice balancing involves maintaining equal volume levels in singing. It is crucial in singing by involving multiple voices at the same time to achieve a harmonious blend. The key factors to ensure voice balancing in singing include:

(a) Singing a song while listening to other voices. Each singer should listen to the voices of others and sing in balance.

(b) No voice should overlap with another without arrangement.

(c) The voices should be at equal levels of volume.

(d) All voices should be well-balanced and heard clearly without overlapping.

(e) Practice proper breathing techniques and vocal control to improve singing and voice balance.



Activity 2

Using various online sources, investigate a song that involves more than one voice.

(a) Choose a song that involves more than one voice, then sing that song with your fellow, ensuring that your voice is neither too loud nor too soft.

(b) After singing, ask yourself: If your voice had a balance with the voices of your colleagues.

(c) Briefly write down your answers, explaining what helped you to achieve a good balance of voices.

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Exercise 1

1. Why is it important to consider musical dynamics when singing a song?
2. Explain factors that can cause lack of voice balance in a singing group.
3. Explain how you can solve the problem of voice imbalance in a singing group.

Solfa singing

This is a method of singing melodies using specific syllables that represent musical pitches instead of the actual lyrics of a song. These syllables are known as *solfa*. They are: *do*, *re*, *mi*, *fa*, *so*, *la*, *ti*. This method makes it easier to learn accurate note singing and helps improve the ability to read and write music. Figure 1 shows pupils singing using solfa.



Figure 1: *Pupils singing solfa*

Musical notes

Musical notes are symbols used to represent duration in written music. Musical notes indicate the duration for which a particular note should be sung or played accurately. In music, there are different types of notes such as whole notes, half notes and quarter notes. Normally, a whole note lasts four beats, a half note lasts two beats, and a quarter note lasts one beat. These musical notes differ in length, so in singing a major scale using solfa, we choose the type of note,

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which is used as a tempo. Table number 1 shows whole note, half note and quarter note along with their corresponding beats.

Table 1. *Musical note*

Shape	Name	Number of beats
𝅝	Whole note	4
𝅗𝅥	Half note	2
♩	Quarter Note	1

Major scale

A major scale is a series of eight notes arranged in order. These notes are *do re mi fa so la ti do'*. These eight notes are called an octave. The eighth note is a repetition of the first note, but in a higher pitch. The eighth note is marked with an apostrophe (') to distinguish it from the low *do*. Figure 2 shows the major scale in ascending order.

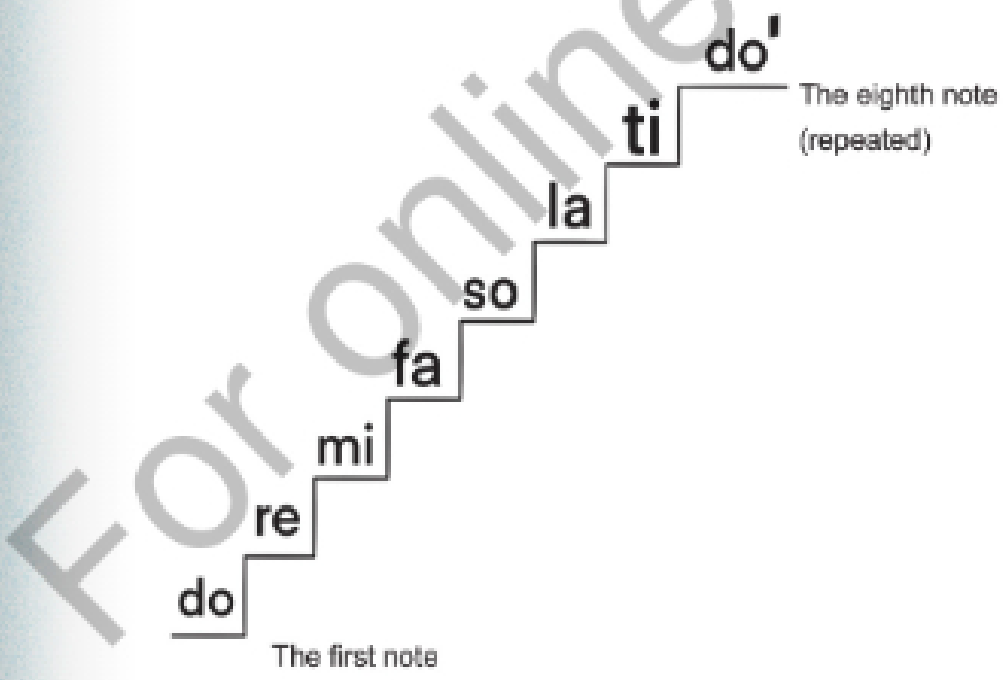

Figure 2: *Major scale in ascending order*

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When the arrangement of notes starts from high to low, the solfa syllables are *do' ti la so fa mi re do*. Figure 3. Shows the major scale in descending order.



Figure 3: *Major scale in descending order*

Moreover, these notes can be sung in ascending and descending order as shown in Figure 4.

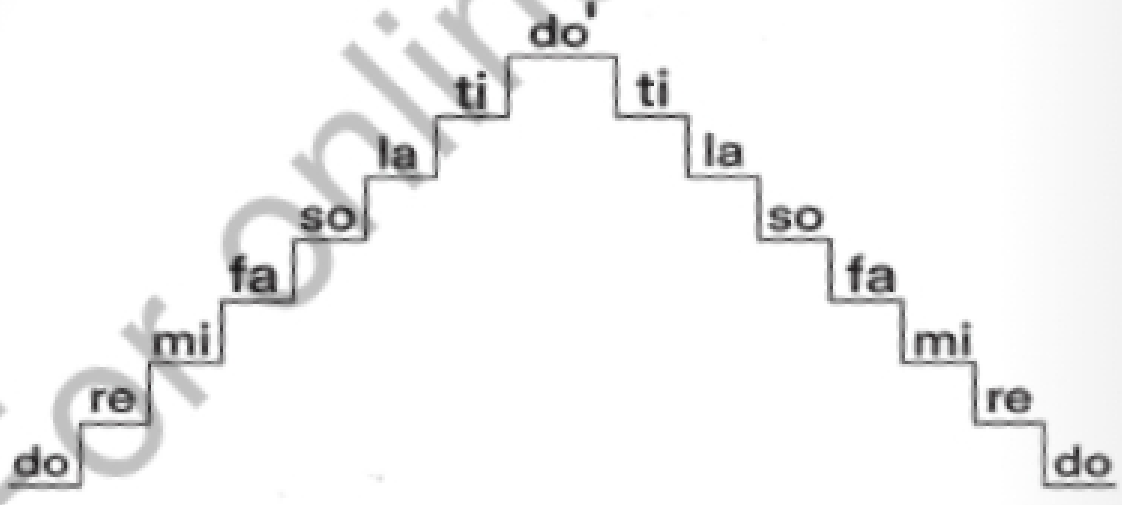

Figure. 4: *Major scale in ascending and descending order*

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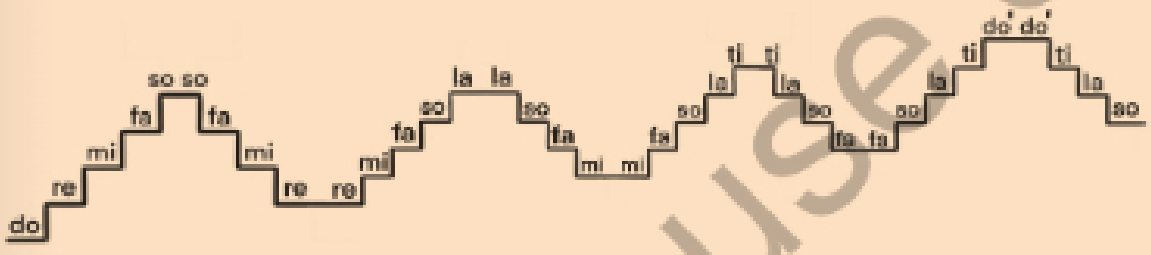
Activity 3

(a) Using various online sources, explore different videos or audio that demonstrate solfa singing, then sing the major scale ascending and descending.

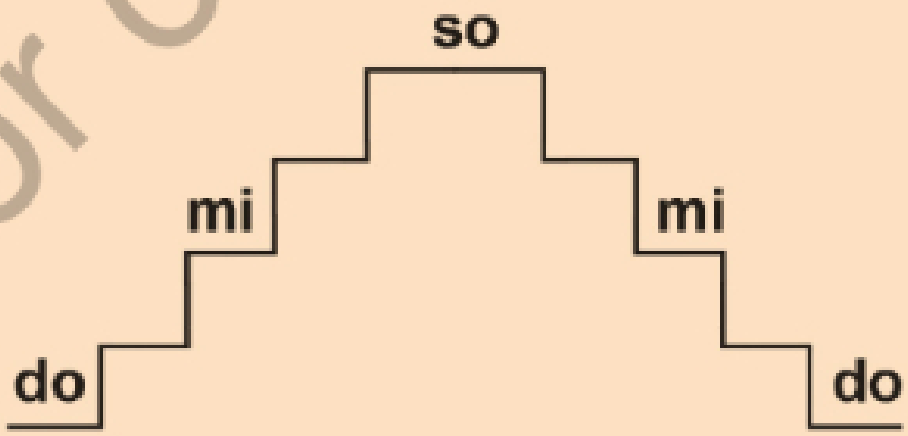
(b) Sing the major scale by ascending five notes and descending four notes; continue this pattern until you reach the upper *do'*



Activity 4

Sing the following solfa:

(a)



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(b)





Activity 5

Based on the number of beats in the first table, sing the following solfa syllable notes:

(a)



(b)



(c)



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Musical instruments in solfa singing

Musical instruments play a major role in helping to understand the voice, note arrangement, and musical relationships in practice. In accompanying solfa singing, instruments such as the piano, hand piano, xylophone and guitar are used as a guide to producing the actual pitch of the notes. Also, instruments such as drums and bells are used to set the rhythm. Musical instruments also help to increase the excitement in the participation in singing

Hints to consider in solfa singing accompanied by musical instruments

The use of musical instruments in accompanying solfa singing should follow techniques that enable a person to understand voice, note arrangement, and the singing process. Important things to consider include:

(a) Start with simple instruments. It is good to start with simple instruments that are found in your environment before moving on to more complex instruments. So, you can use claps, stamping, drums and bells to guide the beats of the solfa singing.

(b) Instruments should not overpower the singers' voices but should be a guide. Arrange musical instruments according to their function in a way that will not interfere with the singers' voices.

(c) You should be directly involved in practical learning by playing the musical instrument. So, swap roles to gain experience, for example, one group can sing while the other accompanies the instrument.

(d) Correcting solfa singing mistakes using the instrument. A musical instrument, such as a piano, helps to correct mistakes in solfa singing by providing the correct pitch. The correct note can be played on the instrument while a singer listens and later sings it.

(e) It is important to increase creativity in accompanying solfa singing. It is good to use instruments that stimulate the learning environment, such as drums. Also, various styles of playing instruments, such as playing slowly and then gradually increasing the speed, can be used.

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Activity 6

Using various online sources, watch videos or listen to audio recordings featuring solfa singing accompanied by musical instruments, then:

(a) In a group, sing the major scale accompanied by musical instruments.

(b) Sing the national anthem using syllable solfa while being accompanied by musical instruments.

Exercise 2

1. Name two instruments that can be used to accompany solfa singing and explain their contributions to learning music.
2. Mention at least three advantages of learning to sing by using solfa.
3. Why is it important for a singer to balance their voices when singing together?
4. Explain how musical instruments help in learning solfa singing.

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Chapter Three

Drawing

Introduction

Drawing requires a good composition of the image being drawn in order to convey the intended message. In this chapter, you will learn to identify the key elements of good composition. The competencies developed will enable you to draw a variety of well-composed images to express emotions and situations using a pencil.



Think

Key elements in drawing images that express emotions and situations

Drawing images that express emotions and situations

Drawing images that express emotions and situations is an art that requires attention to the use of lines, shapes, balance, shadows, colours, cohesion, and texture. This kind of drawing requires a good arrangement of the image during sketching.

Drawing materials

There are some of the materials used in drawing images. These are pencil, sharpener, paper, eraser, table and chair, drawing board, and paper clip.

Shapes

Drawing involves how the artist creates and uses shapes to convey ideas, feelings, or stories through art. In the drawing, shapes are used to create structure, proportion, and balance in the image.

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Principles of using shapes in drawing various objects

Using shapes in drawing is a basic method that helps create accurate and well-structured drawings. The following are important techniques to consider when using shapes in drawing:

(i) Use circles to start drawing parts of circular shapes, such as a head, a wheel, or parts of flowers;

(ii) Use rectangles to show parts of objects with long sides, such as buildings, doors, or books;

(iii) Use four or three-sided shapes to create objects with triangular and rectangular proportions, such as windows or boxes;

(iv) Draw several shapes together to create a complex drawing. For example, connect circles and rectangles to create the body of a human being, animal, bird, or car;

(v) Observe the size of the shape and space within to show the proportion of the object you are drawing;

(vi) Use sketch lines to get a map of the real image before drawing it, then draw the real image following those lines; and

(vii) Add shadows to the shapes in order to acquire depth and realism of the image.

Circular shape

Drawing using a circular shape is very important in artwork. This is because the circle is used as a basic part to draw other shapes, such as a mouth, head, or wheel. The skills required for an artist are a steady hand in drawing lines and knowing the proportions of the circle you want to draw.

Steps to draw a circular shape

There are many ways to draw a circular shape. In drawing some of these shapes, it is important to consider the following steps:

(i) Draw a square as demonstrated in step 1 in Figure 1;

(ii) Divide at the centre the drawn square in each side by using a dot as demonstrated in step 2;

(iii) Draw the circle by following the dots placed on each side of the square as demonstrated in step 3; and

(iv) Erase the square to remain with only the circle as demonstrated in step 4.

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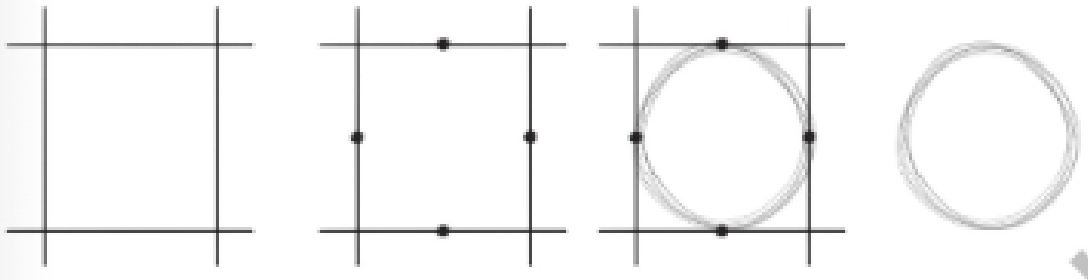

Figure 1: *Steps to draw the shape of a circle*

Square and rectangular shapes

These shapes are known as quadrilateral shapes. These are shapes with four sides and are used to represent objects such as buildings, doors, or boxes. A square has four sides, all of which are the same size. A rectangle has four sides, where the two longer sides are equal in length and the two shorter sides are also equal in size.

Steps in drawing a square and a rectangle

The following are important steps to consider in drawing a square and a rectangle:

(i) Draw a bottom line as the base of the square or rectangle;
(ii) Draw two parallel vertical lines up from the two ends of the bottom line;
(iii) Draw a top line parallel to the bottom line to connect the two side segments;
(iv) Make sure each side of the square is of the same length; and
(v) For a rectangle, draw two parallel vertical lines, which will be the long sides; and then draw two parallel horizontal lines to connect the two sides of the vertical lines, which will be the short sides. Figure 2 shows examples of the square and rectangle.



Figure 2: *A square and rectangle*

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Activity 1

Draw 10 small shapes, such as circles or rectangles, on paper.

Activity 2

Draw a circle and rectangle shapes by increasing or decreasing the size of the shapes to fit the space you have created.

A cylinder

The use of cylinder shapes in drawing is a basic skill in drawing. It is used as a basis for drawing various objects that have a similar shape and enables you to draw interesting figures such as human beings, animals, and landscapes.

Steps to draw a cylinder

To draw a cylinder, consider the following steps:

(i) Draw a horizontal rectangle, divide each side at the centre by placing a dot, and draw an oval shape by following the placed dots as demonstrated in step 1 in Figure 3;

(ii) Draw the vertical line downward from the left and the right dot as demonstrated in step 2;

(iii) Repeat step one to draw the bottom oval shape as demonstrated in step 3; and

(iv) Erase all unwanted lines to remain with a clear cylinder shape as demonstrated in step 4.

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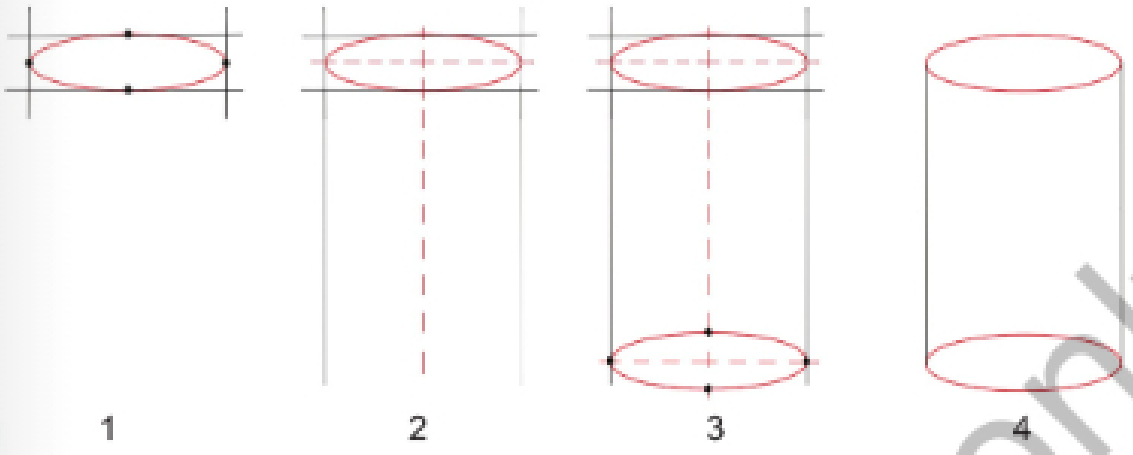

Figure 3: *Steps to draw a cylinder*

Activity 3

Draw the basic shapes that create a cup.

Cube and rectangular cuboid

A cube and a rectangular cuboid are similar shapes, except that a cube is shorter and a rectangular cuboid is longer. A cube shape has the appearance of a box with all four sides of the same length, while a rectangular cuboid has the appearance of a box with two shorter sides of the same length and another two longer sides of the same length. These shapes can be used as the basis for drawing different objects, like buildings.

Steps to draw a cube and a rectangular cuboid

To draw a cube shape and a rectangular cuboid, consider the following:

(i) Draw two overlapping cube shapes of the same size, except that one is slightly higher than the other as demonstrated in step 1 in Figure 4;

(ii) Connect the shapes by drawing four lines that connect the four corners of one shape to the four corners of the other shape as demonstrated in step 2 and 3;

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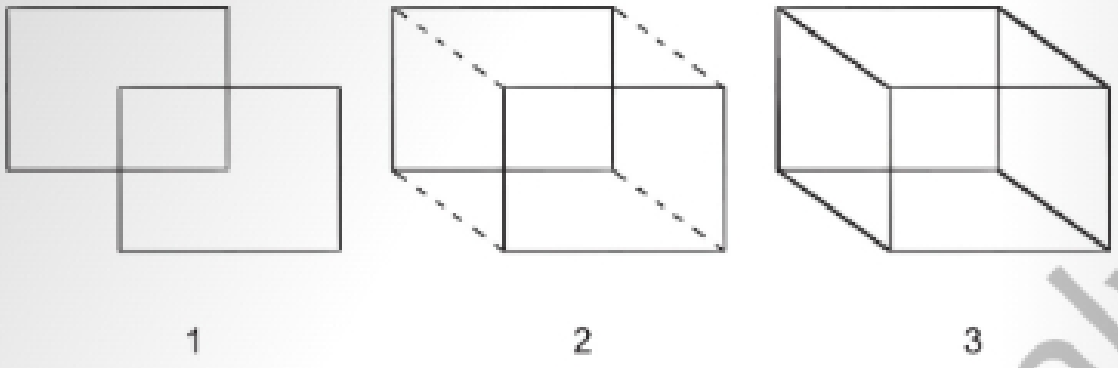

Figure 4: *Steps to draw a cube*

(iii) For the rectangular cuboid, draw two overlapping rectangular shapes of the same size, except that one is slightly higher than the other as demonstrated in step 1 in Figure 5; and

(iv) Connect the shapes by drawing four lines connecting the four corners of one shape with the four corners of the other shape as demonstrated in step 2 and 3.

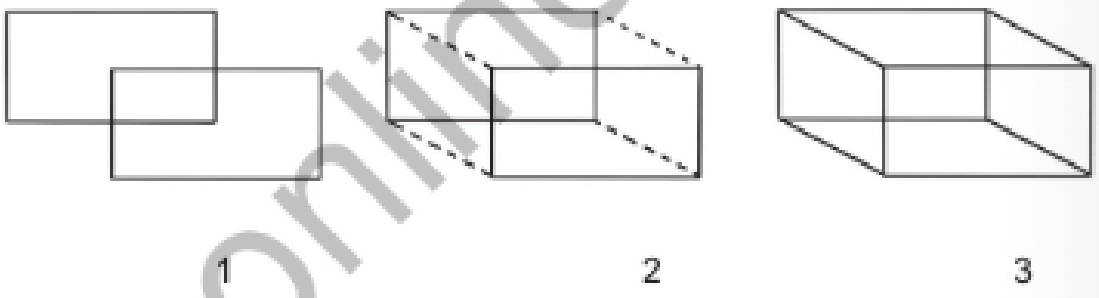

Figure 5: *Steps to draw a rectangular cuboid*

Using shapes in drawing various objects

In drawing, shapes can be used to draw different images. For example human beings and animals.

Drawing a human being

Drawing a human being's portrait using shapes is important to first understand the proportions of the body parts, which are the head, arms, chest, and legs.

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Therefore, you should practice drawing the human being, guided by the use of the shapes that you have learned.

Drawing a human being's head

To draw the shape of a human being's head, consider the following steps:

(i) Draw two overlapping circular shapes—one resembling a ball and the other shaped like a mango;

(ii) Divide the shape you have drawn in to three parts using lines;

(iii) Draw line to indicate the position of the ears, eyes, nose, and mouth; and

(iv) Then, draw the ears, eyes, nose, and mouth following the guidelines you created in step three. Figure 6 shows steps on how to use circular shapes to draw human being's head.

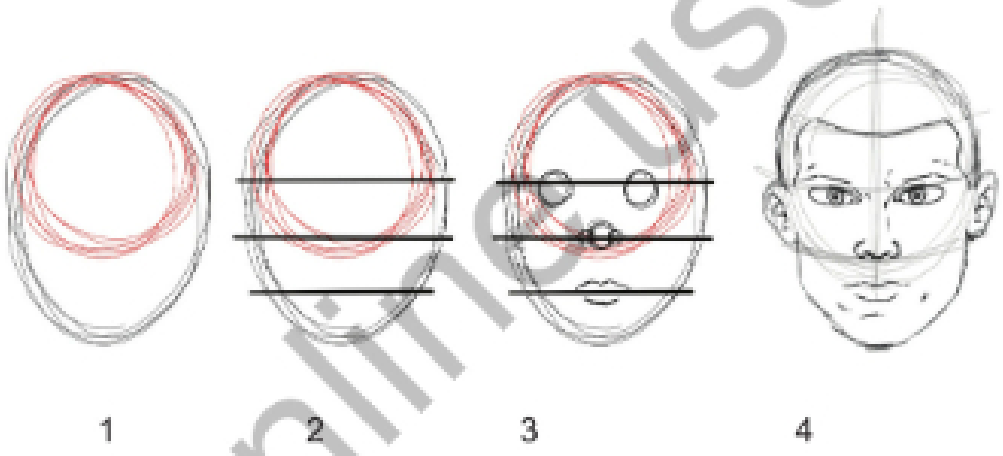

Figure 6: *How to use circular shapes in drawing a head*



Activity 4

Draw a human being's head using circular shapes

Drawing human being's hands

Drawing the human being's hands, start by drawing one hand and finalising by drawing another hand. Draw two cylinders connected by a circle shape to get the shape of one complete hand. Repeat this step to draw the shape of the second hand as shown in Figure 7.

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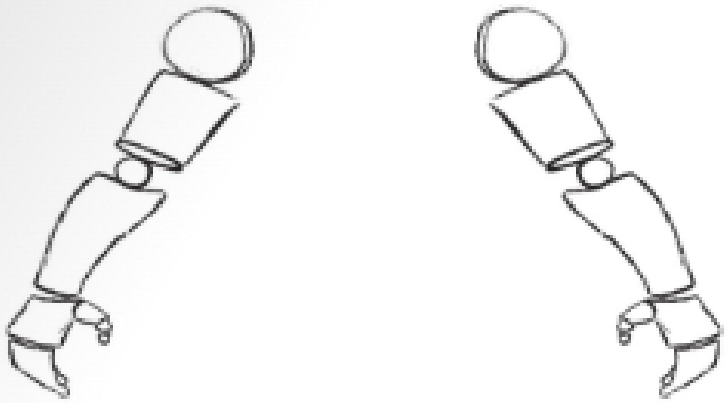

Figure 7: *The use of cylinder shapes in drawing the human being's hands*



Activity 5

Draw human being's hands by using cylinder shapes and circles.

Drawing a human being's chest

There are some steps considered in drawing a human being's chest. Firstly, draw a map of the chest by drawing a cube. Then draw cylinder shapes to the left and right of the cube to create the shapes of the arms on the shoulders. After that, connect the corners of the cube and the cylinders using a pencil to complete the chest shape. Figure 8 shows how to use a cube and a cylinder in drawing the human being's chest.

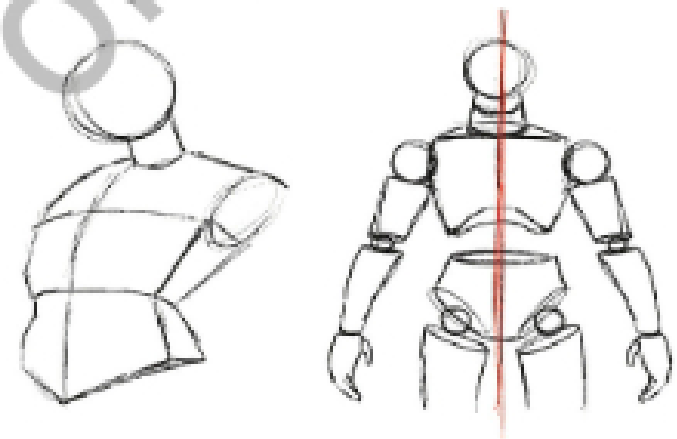

Figure 8: *The use of cube and cylinder shapes in drawing the human being's chest*

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Activity 6

Use cube and cylinder shapes to draw the human being's chest.

Drawing the human being's legs

Draw two cylinders connected with circles to form one complete leg. Repeat this step to draw the second leg. Figure 9 shows how to use a cylindrical shape to draw the human being's legs.



Figure 9: *Use of cylinder shape in drawing the human being's legs*

Activity 7

Use a cylinder shape to draw the human being's legs.

Drawing a full human figure

To draw a human figure, draw the shapes of the head, chest, arms, and legs, and connect them so that each one fits into its part to make a human figure. Figure 10 shows a guide to using shapes in drawing a full human figure.

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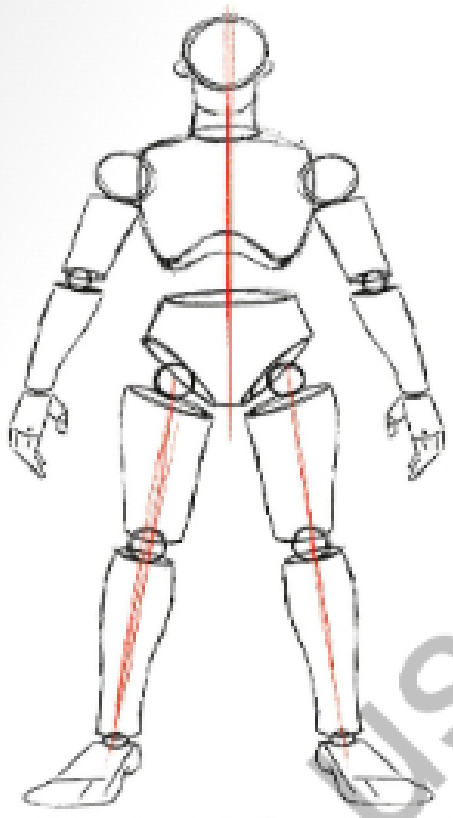

Figure 10: *Using shapes to draw a full human figure*



Activity 8

Use various shapes to draw a standing human figure.

Drawing a human being in different postures

People can be drawn in different positions, such as sitting, sleeping, walking, jumping, and so on. The position of the body parts describes the postures of a human being, whether sitting, lying, walking, running, or jumping. For example, if you want to draw a human being lying down, you will make sure that their arms, legs, chest, and head are drawn in a horizontal direction. If you want to draw a human being walking or running, you will draw the arms, legs, chest, and head positioned between the vertical and horizontal direction, that is, between horizontal and vertical. Figure 11 shows a person drawn using shapes used in drawing a human being in different postures of a person drawn using shapes.

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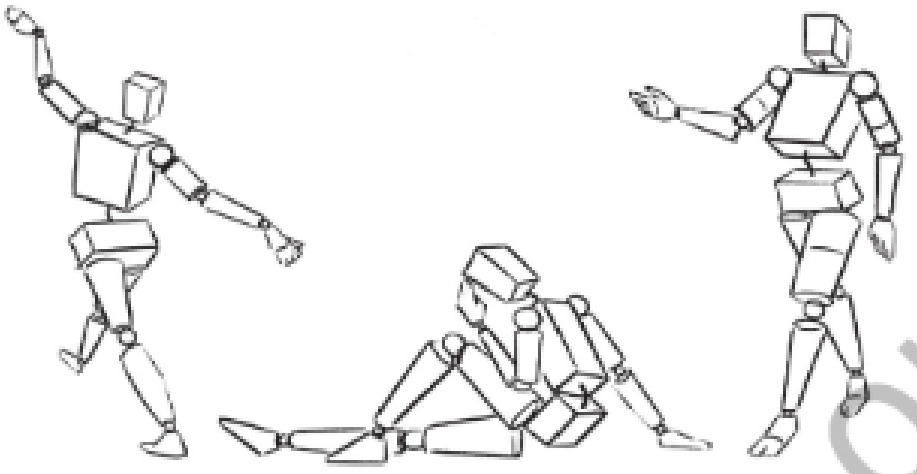

Figure 11: *Use of shapes in drawing a human being appearing in different postures*

Drawing animals

Many animal drawings are guided by circle and cylinder shapes. What differs is the dimensions between one type of animal and another. Small animals such as dogs use small dimensions of the circle and cylinder shapes. Large animals such as cows use large dimensions of the circle and cylinder shapes. Figure 12 shows an example of a dog image after combining these shapes.



Figure 12: *Use of shapes in drawing a dog*

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Activity 9

Use cycle and cylinder shapes to draw a dog in a standing position.

Activity 10

By using basic shapes like circles or rectangles, draw an image of your choice.

Lines

Lines define shapes and show boundaries. Lines also show reality, direction, unity, distance, and depth in an image. The ability to use lines skilfully enhances the appearance of an image. Figure 13 shows the shapes of these images which have been drawn using lines.

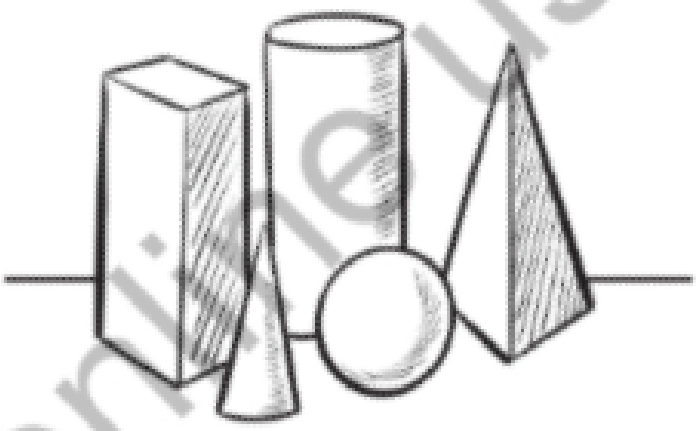

Figure 13: *An example of using lines to draw geometric shapes*

Lines describe the orientation of an image by indicating whether it has a vertical, horizontal, or varied direction. Lines can also be used to represent invisible elements, such as the direction of the wind. Additionally, lines are used to indicate distance in an image.

Images appearing in vertical directions

The viewer can infer the direction of the lines from how they are oriented. For example, in Figure 14, the lines in the trees indicate a vertical direction.

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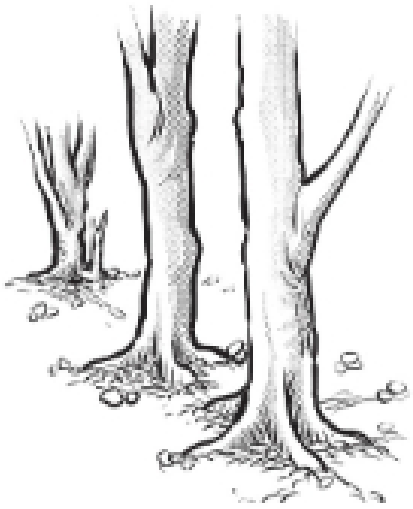

Figure 14: *An example of an image appearing in vertical direction*

Images appearing in horizontal direction

The use of lines is very important when drawing horizontal images, as they help to show direction, depth, and composition in the image. For example, the lines in Figure 15 in the trees show the horizontal direction. Look at the position of the log, also examine the lines inside the log, and in the cut section, you will see the horizontal direction.



Figure 15: *An example of an image appearing in the horizontal direction*

Images appearing in different directions

In drawing, lines provide guidance on how to create an image that reflects different orientations. Each type of direction relies on the use of a specific kind of line. Figure 16 is a stump, where the log has been cut. Examine the direction of the lines in the image, you will notice that the lines in this image show different directions.

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Figure 16: *An example of an image appearing in different directions*

Images with wind direction

In drawing, lines can be used to draw images showing the direction of the wind. Examine the direction of the lines in the trees in Figure 17, and you will notice that they show the direction of the wind.



Figure 17: *An example of an image demonstrating the direction of the wind*



Activity 11

Draw anything available in your school or home environment by considering the line techniques.

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Images that demonstrate distance

Drawing images that show distance requires various techniques of using lines, proportion, and direction of the painter. To draw an image that demonstrates distance, it is important to consider the use of lines, proportion, and direction of the painter. The image in Figures 18 and 19 show the appearance of distance. Examine the use of lines that express distance in these images.

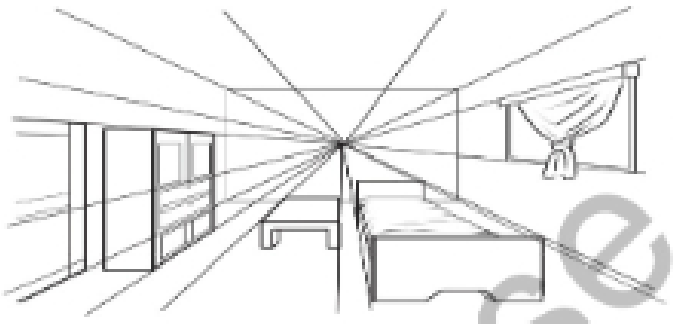

Figure 18: *Use of lines to demonstrate a distance*

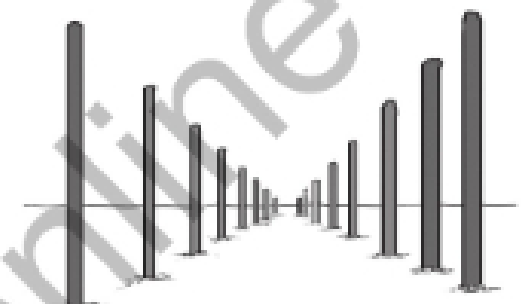

Figure 19: *Use of lines to demonstrate a distance by using proportions*

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Activity 12

Make a drawing that shows both near and distant objects. Choose a single direction where the lines will meet.

Shadows

Shadows in a picture indicate the direction from which light is coming. Shadows are used to separate one shape from another in the image. Figure 20 shows pictures with shadows that depict the direction of the light source.

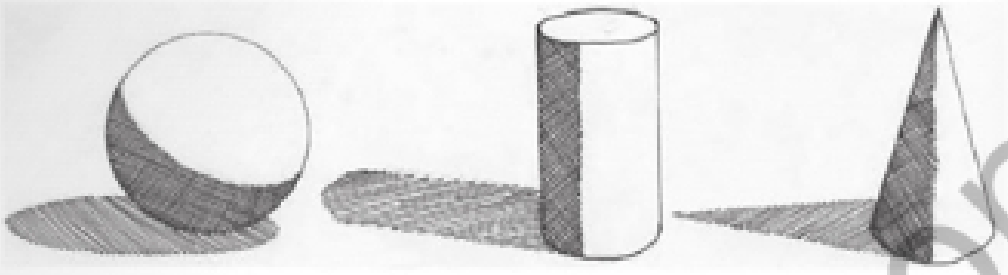

Figure 20: *An example of an image showing the direction of the light source*

Balance

Balance is the state in which the weight of an object is evenly distributed on all sides to ensure stability. This weight can be physical, felt when carrying something, or visual, perceived by looking at objects. In drawing, balance refers to the visual weight perceived through sight. An image needs to have a balance; otherwise, it may make the viewer feel a sense of imbalance and instability. For example, Figure 21 shows an unbalanced image where the artist places many objects (a tree, a rock, and a hill) on the left side, making the image appear tilted toward that side.

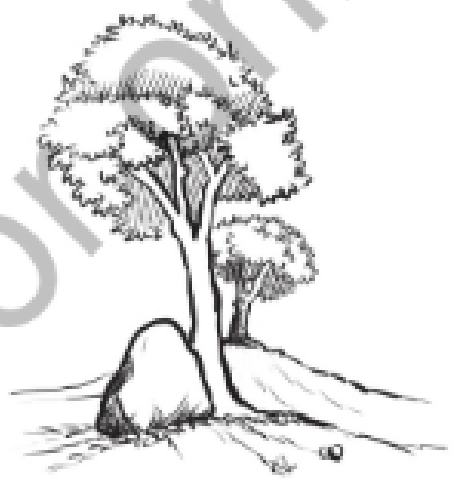

Figure 21: *An example of an image demonstrating an imbalance scenario*

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Additionally, Figure 22 shows a balanced scenario, where the artist places objects such as trees, grass, and mountains on both sides, creating equal visual weight on the left and right sides of the image.



Figure 22: *An example of an image showing a balanced scenario*

Activity 13

Make a drawing of anything found at school or home to demonstrate:

(a) A balanced scenario.

(b) The use of shadows.

Colour

Colour enhances beauty and describes objects with a great sense of realism and clarity. It is also used to differentiate one object from another in an image. For example, the green colour often represents plants, the blue colour indicates the ocean or mountains seen from a distance, and the brown colour represents the earth. Figure 23 shows how colour portrays realism in the painting and distinguishes the objects, such as mountains, plants, and the land.

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Figure 23: *An example of a painting with an accurate use of colour*

Texture

We are surrounded by texture. Texture is found in everything. It appears on the surfaces of various objects, such as tree bark, stones, soil, animal bodies, and more. Texture is an important aspect of drawing that helps to bring emotion, realism, and appeal to the artwork. Texture helps in enhancing realism, adding visual interest, providing different interpretations for viewers, and helping the artist convey their message through drawing.

There are two types of textures: the textures felt by touching, and the textures perceived by looking. An artist can represent texture in an image. Figure 24 shows different appearances of textures in the image.

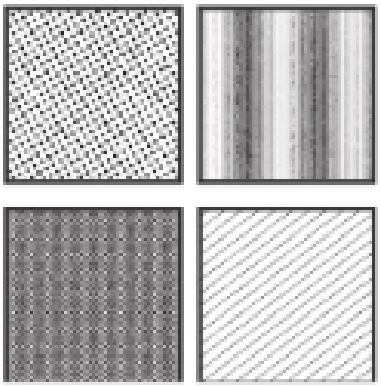

Figure 24: *Different appearances of the texture*

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Similarly, texture and shadow in drawing can affect the balance of an image, as shown in Figures 25 and 26. Figure 25 shows how the heavy shadow on the lower part of the left shape causes the balance of the image to lean on that side.

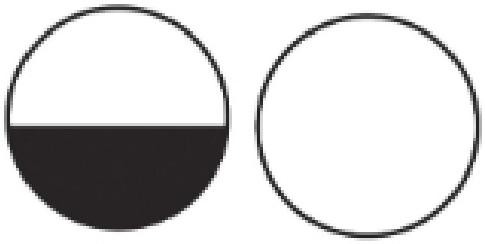

Figure 25: *The texture formed by heavy shadows and how it affects the balance of the image*

Figure 26 shows the texture created by light shadows and how it affects the balance of the image.



Figure 26: *The texture formed by light shadows and how it affects the balance of the image*



Activity 14

Examine and write the types of textures seen in various objects in your classroom.



Activity 15

Use reliable online or other sources to collect five images drawn using a pencil. Then, explain the type of texture used.

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Images with unity

Unity in drawing refers to the condition in which the elements portrayed appear to be related or connected. Unity helps the viewer to understand the message or emotion intended by the artist. To create a unified drawing, it is essential to consider the relationship between the elements within the artwork. Figure 27 shows the image with related objects to one another. In contrast, Figure 28 lacks unity because the objects in the image lack a clear relationship.



Figure 27: *An image that shows unity*



Figure 28: *An image that lacks unity*



Activity 16

Use a pencil and paper to make a drawing of any objects found in your school or home environment by considering unity.



Activity 17

Use a pencil and paper to make a drawing of any objects found in your school or home environment that demonstrate a lack of unity.

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Exercise

1. Explain why lines that show perspective are important in drawing.
2. Describe the use of lines in a drawing of images.

Vocabulary

Shadow: The darkened area created when an object blocks light from reaching a surface

Balance: The harmony or proportion of various elements in a piece of art to create a sense of calm, order, and visual appeal

Unity: A principle that refers to the balance and good connection between different components in a drawing to make it appear as one complete work

Texture: The degree of roughness or softness at a surface

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Chapter Four

Clay modelling

Introduction

Many objects made from clay are used for various purposes, and some are used as utensils and decorations. In this chapter, you will learn how to flowerpots using clay. The competencies developed will enable you to model various objects and use them at home or to generate income.



Think

How to make flowerpots

Making flowerpots

Flowerpots are containers used to keep flowers. These pots can be made using clay or cement. Cement pots are placed in a special place for a while to dry, then carved and finally filled with flowers. Clay pots must be dried and finally fired to make them stronger. Pots can be made by using pinching, coiling, slab, wheel throwing, and moulding techniques.

Moulding

This is a method used to model pots by using a moulding technique. You must first prepare a mould of the shape you prefer to make. A mould is a tool that is made first to give shape to other vessels by the casting method. The caster presses the soft clay into the mould and stays there for a while until it dries, and then it is removed, having already copied the shape of the mould. By using a mould, you get the advantage of moulding many similar objects in a short time. Figure 1. Shows an example of a mould ready to be used.

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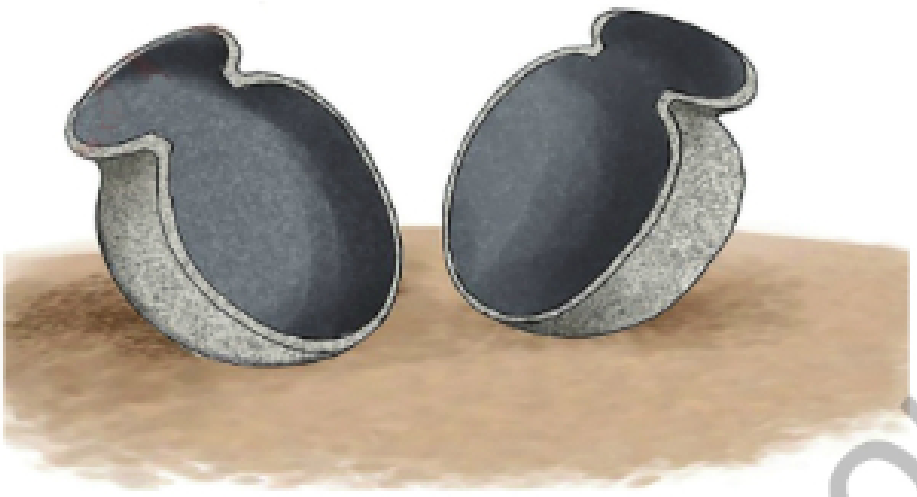

Figure 1: *Sample of a mould*

Materials used to make a mould

Materials used in making a mould include clay, water, cement, sand, a mould sample, a levelling trowel, a thick rope about the size of a thumb, a flowerpot, wire mesh, scissors, newspapers and liquid glue. Other materials include thin wood, dry leaves, matches, cotton cloth, a small brush, a small knife, oil paints, kerosene, paint containers, a spade, a trowel and a plastic bucket or thick nylon and light nylon bags.

Steps for making a mould

Moulding for pots begins with creating two halves of a mould, which, when joined, form a complete pot shaped like the one you intend to make. To create a mould for a pot, follow these steps:

(a) Select a flowerpot that has a form and size of your choice, then clean it thoroughly to remove any dirt or residues;

(b) Cover the flowerpot with a piece of newspaper using a strong adhesive or glue. Make sure the newspaper is smooth and has no wrinkles to create an even surface;

(c) Stick a rope vertically along the flowerpot. This will divide the pot into two halves, allowing you to create a two-part mould as shown in Figure 2. Make sure to let the glue dry completely before proceeding with the next steps in your mould-making process.

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Figure 2: *A pot glued with newspapers and divided into halves by a rope*

d) Prepare a plaster mixture by mixing sand, cement, and a small amount of water;

(e) Measure and cut the wire mesh to fit both sides of the flowerpot;

(f) Apply a 2cm thick layer of plaster to the flowerpot, and use a piece of rope to divide the plaster into two halves. Once the first layer is set, place the wire mesh onto the soft plaster on both sides of the pot. Then, add a second layer of plaster to fully cover the wire mesh on both sides, ensuring the rope remains exposed;

(g) Smooth the edges of both sides of the pot properly;

(h) Put the pot in the shade to allow it to dry, as seen in Figure 3.

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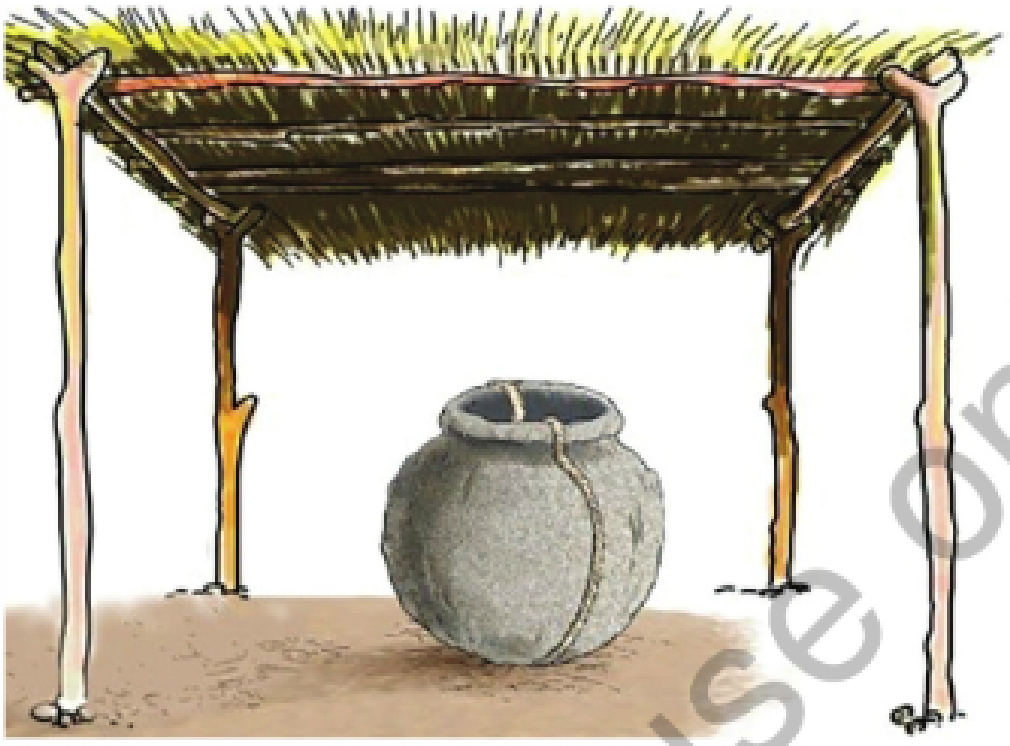

Figure 3: *A pot divided with a rope in the middle, and placed in the shade to dry*

(i) Separate the pot from the two sides of the plaster layer. This process will yield two pieces that form the pot figure, commonly referred to as moulds; and

(j) Clean and smooth the interior surfaces thoroughly. These moulds will serve as essential tools for producing a variety of flowerpots.

Steps to create a pot using a mould

The following are the steps for making a pot using a mould:

(a) Begin by laying a light nylon sheet inside the mould to prevent the clay from sticking to it;

(b) Press the clay into the mould to form a layer, similar to coconut flesh in its husk, aiming for a thickness of about 2 cm;

(c) Smooth out the surface of the clay for evenness;

(d) Create scratch marks along the edges of the clay; this helps to strengthen the bond when the pieces are joined later;

(e) Allow some time for the malleable clay to set so that it does not get dented;

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(f) Carefully separate the mould from the clay to reveal two sides of the pot figure;

(g) Place the two parts of the pot in the shade to dry until they reach a malleable stage, akin to how a candle or piece of soap feels—stretchy without breaking;

(h) Attach the two parts of the pot figure using firm clay, while they are still wet, to form the complete pot;

(i) Wrap the completed pot with a wide piece of cloth and leave it in the shade to dry;

(j) Once it is bonded, remove the cotton cloth from the pot. Your flowerpot is now prepared for decoration; and

(k) Proceed to decorate the pot using methods like engraving, imprinting, or incising.

Decorating the clay pots

Decorating the clay pots is a very important step in giving them a beautiful appearance. This step requires a lot of creativity and unique skills.

Ways to decorate pots

There are various methods of decorating pots, such as incising, carving, scratching, and using colour.

(a) **Decoration through incising, carving, and scratching**

To create decorative patterns on a pot, use carving tools to form shapes and structures while the clay is still soft by incising, carving, or scratching. Additionally, you can imprint natural patterns using natural materials such as leaves, wood, or natural textures to leave marks on the clay before it is dried. Figures 4 and 5 show pots that have been decorated through incising, carving, and scratching.

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Figure 4: *A pot decorated using the incising and carving method*



Figure 5: *A pot decorated using the scratching method*

(b) **Painted decorations**

To decorate a pot by painting, use a brush or stick to draw lines, flowers, geometric shapes, or any theme that you like. Use colours that are appropriate for the clay or use other coloured clay as a drawing medium. The clay in the pot should be slightly damp to make it easier to draw. Figure 6 shows a pot decorated with coloured patterns.

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Figure 6: *A pot with painted decorations*

(c) **Stencil decoration**

To decorate a pot, use a stencil with the patterns that you want. Use the appropriate colours for the clay. Place the stencil on the area you want to print the impression. Apply the colour using a sponge or brush by gently and precisely touching the open area on the stencil. Figure 7 shows a pot decorated using stencils.

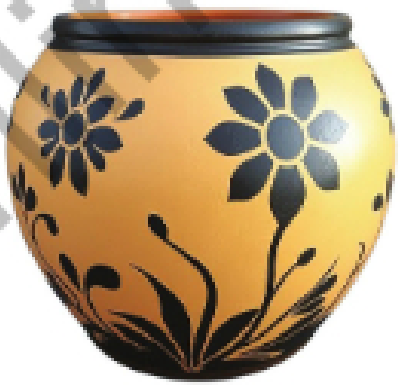

Figure 7: *A pot decorated by using stencils*

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(d) **Decorative ornamentation**

To add decorations to the pot in order to add an interesting look, use beads, pieces of metal or glass. Attach these items using glue suitable for clay and decorations to hold them effectively. Figure 8 shows a pot decorated with bead ornaments.



Figure 8: *A pot with added decorations of beads*

(e) **Decoration using paint**

To decorate a pot, use paint that adheres well to the surface of the pot, which is water-resistant. Use a thin brush for hand-drawn designs such as flowers, leaves, or natural landscapes. Before decorating, apply one base colour to smooth the surface of the pot and let it dry completely. Use different colours for your decorations depending on the design you have chosen. Decorating pots with paint requires special equipment and depends on your creativity. Your decorations can reflect a feeling, theme, or style that you prefer. Figure 9 shows a pot decorated with paint.



Figure 9: *A pot decorated with paint*

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Activity 1

Use clay to create moulds for making flowerpots.



Activity 2

Use the moulds you made to create pots for planting flowers at school.

Firing the clay pots

Flowerpots made of clay must be fired to make them strong. The fired flowerpots are resistant to erosion, even when saturated with water. The firing of these pots occurs in an open kiln, which differs from an interior kiln. An interior kiln is a small building equipped with a door for passing pots and air, as well as a designated firing area and a smoke tunnel. In contrast, an open kiln is simply a designated outdoor space where thin pieces of firewood and dry leaves are arranged in a slight pit to start the firing process. The key to effective firing is maintaining constant heating, which is why firewood and dry leaves are preferred materials.

Steps to be followed in clay pot firing in the open kiln

The following are the steps for firing clay pots:

(a) Dig a hole in the ground shaped like a wide rectangular platter;

(b) Place a layer of dry grass and pieces of firewood, about 30 cm in width, at the bottom of the hole;

(c) Carefully arrange the clay pots that you want to fire on top of the layer of dry grass and firewood;

(d) Add another layer of dry leaves and additional firewood to cover the pots completely. Once ready, light the fire to begin the firing process. Figure 10 shows that arrangement.

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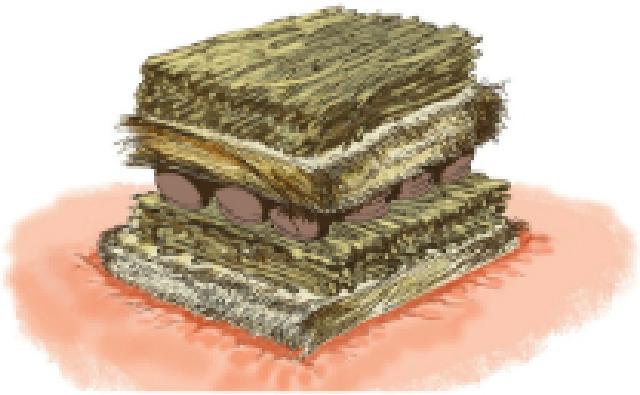

Figure 10: *Arrangement of pots, wood, and leaves in an open oven*

(e) Add firewood and dry leaves until the pots are fully fired;

(f) Allow the fire to extinguish and let the pots cool down completely;

(g) Carefully remove the pots from the firing area and clean them of ashes with a cotton cloth; and

(h) Decorate the pots by drawing various motifs as shown in Figure 11. Afterwards, paint them using small flat oil painting brushes. This marks the second stage of pot decoration.



Figure 11: *A clay pot decorated with oil colour*

Glazing clay objects

Clay objects are glazed using glaze minerals. Glaze is a mineral that resembles powder and is mixed with water before being applied to the object. There are three methods of applying glaze: brushing, dipping, and pouring. On the other

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hand, there are different means of applying glaze. Glaze can be applied directly to a dry object before firing, or the object is fired first, then glazed, and finally fired again. The second means is more effective than the first one.

Means of applying glaze

(a) Mix the glaze according to the manufacturer's instructions;
(b) Use one of the application techniques, applying it either to a dry object or to a fired object. Allow the glaze to dry properly;
(c) Fire in the kiln following the same arrangement and procedure as before. When the glaze is properly fired, it transforms and becomes shiny; and
(d) Decorate or embellish the glazed objects using paints and designs.



Activity 3

Search for videos on online sources that show the way of glazing clay objects, then do the following:
(a) Observe how to glaze various objects;
(b) Write down the methods used in glazing; and
(c) Present your work to the class under the guidance of the teacher for further discussion.

Storage of fired pots

Storage of fired pots involves keeping clay-modelled pots safe after they have been fired and cooled. There are several reasons for storing these pots, including:

(a) Protecting them from cracks or breaks;
(b) Keeping them clean;
(c) Ensuring their safety during transportation; and
(d) Extending their longevity.

Fired and cooled clay pots can be stored in various ways, such as:

1. Placing them on a round grass pad, as shown in Figure 12. This method helps prevent the pots from rolling and breaking.

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Figure 12: *A clay pot set on a round pad*

2. Place the items in boxes or bamboo baskets lined with soft materials like dry leaves to prevent breakage.
3. Secure them within a wooden frame, ensuring they are separated by soft materials to avoid knocking against each other and breaking, as shown in Figure 13.

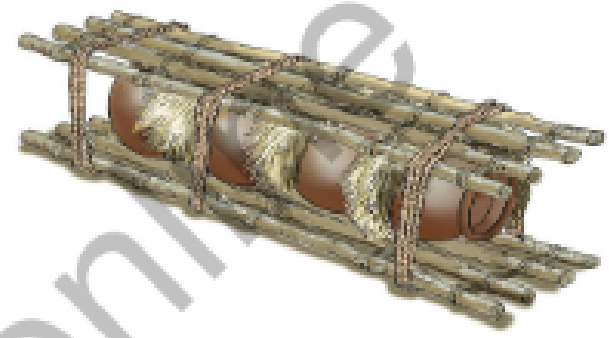

Figure 13: *A wooden frame for a clay pot for holding and transportation*

4. Arrange clay pots in a pyramid format, as shown in Figure 14. In this arrangement, large and heavy pots are placed at the bottom while small and light ones are placed at the top. The bottom lines hold more pots than the top lines. This arrangement is designed to protect clay pots from sliding and falling. Moreover, the small pots will not break due to their weight.

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Figure 14: *Pots arranged in a pyramid format*

Cleanliness of the working area

The area where work is done can be dirtied or destroyed. Therefore, it must be cleaned and reorganised properly. In clay modelling and firing tasks, the following activities should be done:

(a) Putting out the fire in the kiln;
(b) Collecting ashes and burying them;
(c) Cleaning leftovers and burying them; and
(d) Filling up and levelling the holes from which clay soil was obtained and where the kiln was set.



Activity 4

Visit any area in your community where the activity of modelling takes place, and then do the following:

(a) Observe how these objects are made.
(b) Write about the objects you saw and how they are made.
(c) Present your work to the class under the guidance of the teacher.

Exercise

1. Explain the proper ways of storing pots made from clay in the community.
2. Describe how to use glaze in adding a shiny finish to clay objects.

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Vocabulary

Glaze: A type of mineral used to coat clay objects to give them a shiny appearance or to make them waterproof

Apron: A garment worn over other clothes, tied at the waist or neck, to prevent getting dirty while working

Kiln: A special oven built for baking bread, firing lime, bricks, or pottery items made from clay

Mould: A container into which molten material is poured to achieve the desired shape

Plaster: A mixture of cement and lime used in construction, which is applied to walls and floors to smooth out their surface

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Chapter Five

Creating objects with simple shapes

Introduction

Making simple shapes using scraps of various materials is a simple art. This art can save the environment from pollution. It also provides us with art products that can be used in everyday life. In this chapter, you will learn how to use scraps of paper to make envelopes, bags and boxes. The competencies developed will enable you to create various items for home use and earn an income.



Think

How to use scrap materials to create objects with simple shapes

Making envelopes, bags and boxes using paper materials

The use of paper is very important in everyday life. These papers, which can be hard or soft, are used for various purposes such as packaging or carriers. Making materials such as envelopes, bags, or boxes by using papers is a very important skill to learn.

How to prepare papers for making envelopes, bags and boxes

Making envelopes, bags and boxes for everyday use, such as packaging and carrying things, requires adequate preparation of the necessary materials, tools. This will help you avoid inconvenience while working and ensure that you achieve the best results. Some of the required materials and tools are:

1. Clean papers of various colours and with appropriate thickness;
2. A ruler, pencil, large scissors, or trimming knives;

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3. Hard paper such as manila, lightweight board, clips or pins, and a table;
4. Paper glue, light and heavy glue, and a brush;
5. Clean water, watercolours, and large boxes; and
6. Samples of envelopes, boxes, and bags of different sizes and shapes.

Making envelopes and bags

Envelopes and bags can be made using scraps of various types of paper materials. These envelopes and bags can be in different shapes depending on their intended use. Figures 1 and 2 show examples of the different shapes of envelopes and bags.

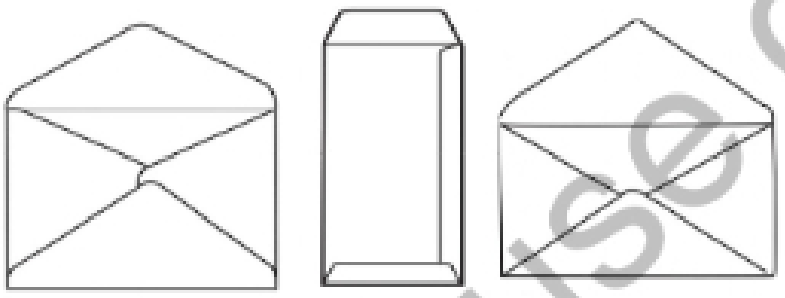

Figure 1: *Envelopes of different shapes*

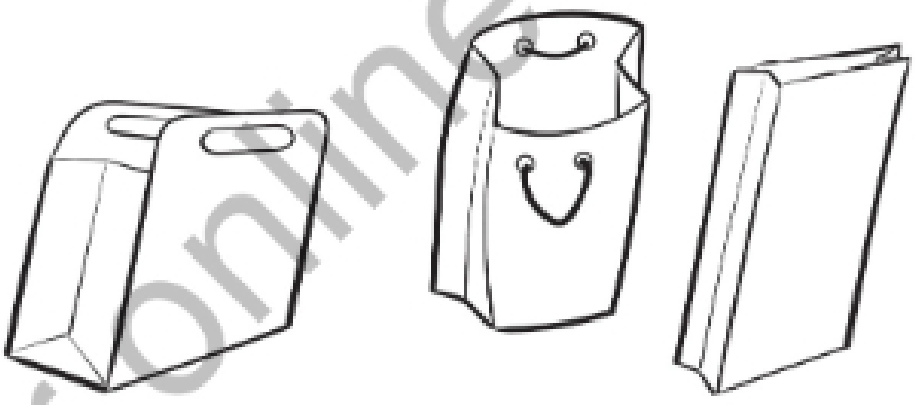

Figure 2: *Bags of different shapes*

Steps for making envelopes

1. Take various samples of envelopes and bags of different sizes;
2. Examine the parts joined with glue. Soften those parts with water;
3. After three to ten minutes, peel them apart. You will notice they come apart easily;
4. Add water where it seems difficult to peel. Never use force;
5. Unfold and stretch the bags or envelopes properly;
6. Spread them out and let them dry for a while.

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7. Smooth them with a warm iron after drying. This will serve as a template for creating an envelope pattern. Figure 3 shows unfolded and folded templates;

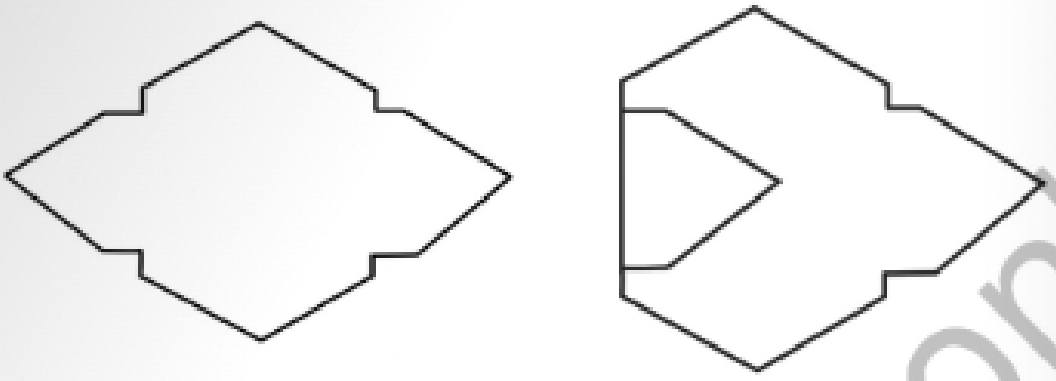

Figure 3: *An example of a template for making an envelope*

8. Place the template on moderately thick paper;
9. Secure the template onto the thick paper using pins or clips;
10. Use a ruler and pencil to draw lines along the edges of the template;
11. Remove the pins or clips, and then separate the template from the thick paper;
12. Cut the paper using a trimming knife or pair of scissors, or blade. After these steps, the template for the envelope or bag is ready, as shown in Figure 4;

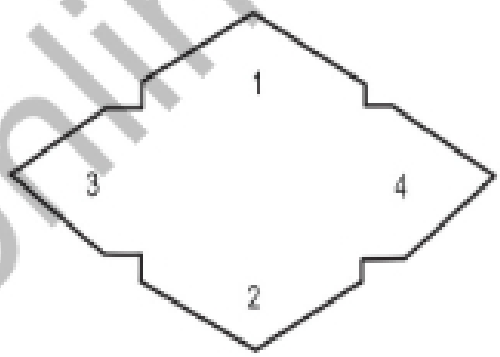

Figure 4: *A rectangular envelope template*

13. Fold side number 3 inward. Fold it along the straight line between the corners of that side;
14. Fold side number 4 in the same way. Sides 3 and 4 will lie flat against each other as shown in Figure 5;

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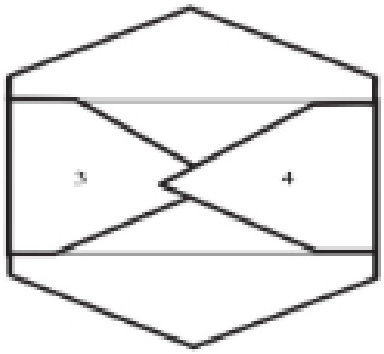

Figure 5: *Sides 3 and 4 of the folded envelope*

15. Fold side number 2 inward. Fold it until it lies on top of sides 3 and 4 as shown in Figure 6;

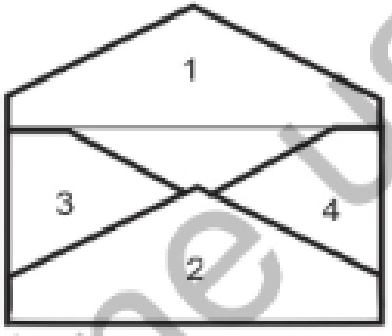

Figure 6: *Side number 2 of the folded envelope*

16. Apply glue to all the parts of sides 2, 3, and 4 that will be joined. Then, join them together and press firmly as shown in Figure 7;

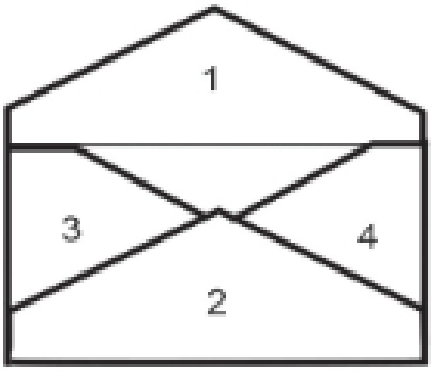

Figure 7: *Sides 2, 3, and 4 of the envelopes are joined together*

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17. Apply envelope glue to the edge of the inner part of the envelope flap;
18. You can use the following method if there is no envelope glue:
    (i) Take a strip of paper glue.
    (ii) Apply water-based glue to the outer part of the strip.
    (iii) Attach the part where you applied glue to the inner side of the envelope flap.

Ensure you maintain cleanliness in all steps to produce clean and attractive materials.



Activity 1

Create at least five envelopes of different types and sizes. Ensure the envelopes are clean and attractive.

Steps for making paper bag envelopes

1. Cut a paper into a rectangular shape;



Figure 8: *A piece of paper in a rectangular shape*

2. Fold the paper on the right and the left sides down to the middle until they overlap for about 1cm;

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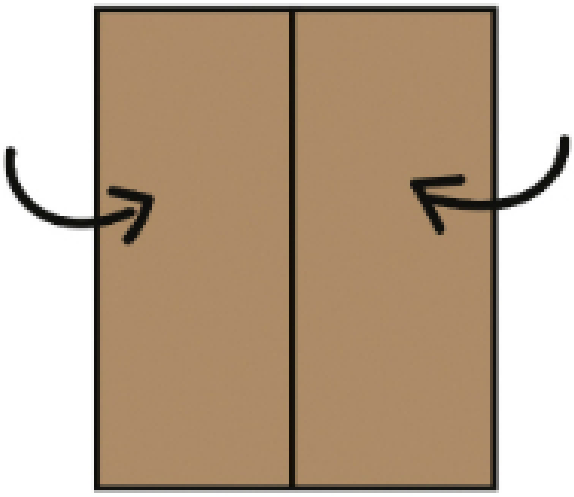

Figure 9: *How to fold two sides*

3. Tape or glue the sides of the paper together;

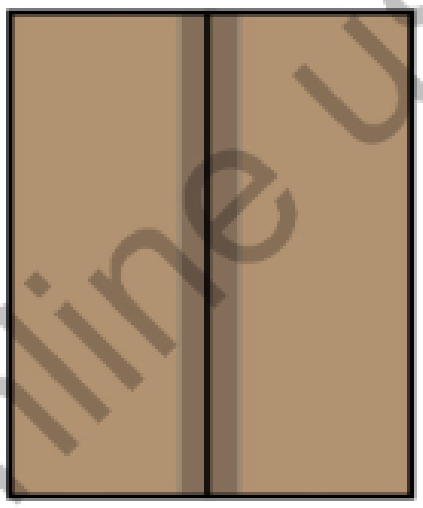

Figure 10: *Two sides of paper joined with glue*

4. Fold the bottom part of the paper bag. Press it and unfold to leave the fold mark;

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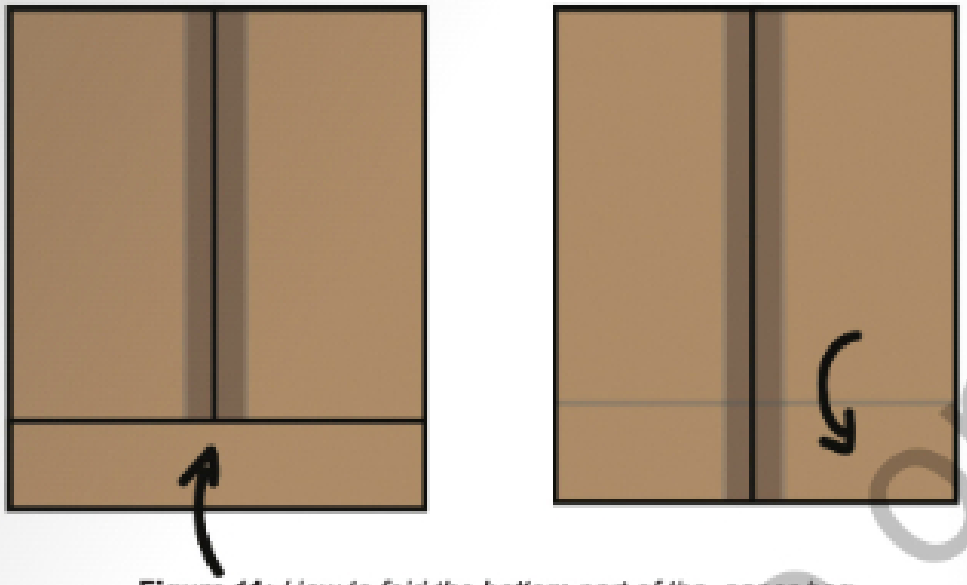

Figure 11: *How to fold the bottom part of the paper bag*

5. Open the bottom fold, flatten each corner to make a triangle shape, and press the paper;

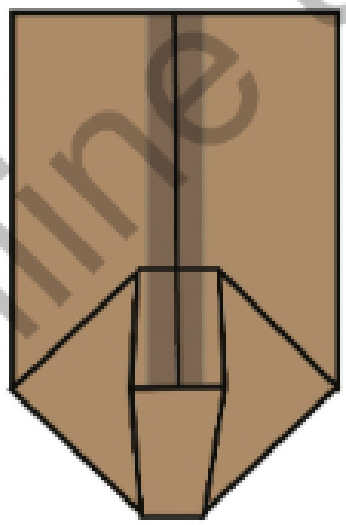

Figure 12: *How to fold a paper bag in a triangular style*

6. Fold each side of the bottom towards the middle, so that they overlap for about 1 cm, then tape or glue them together.

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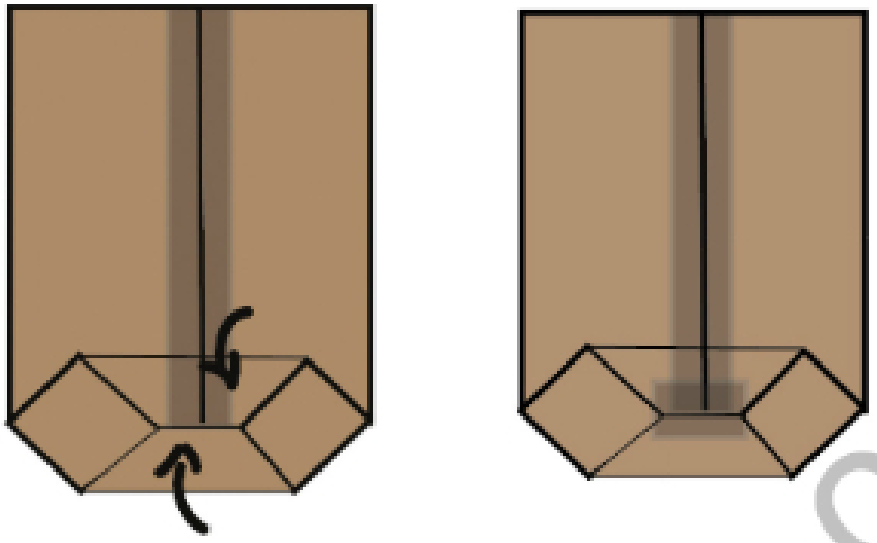

Figure 13: *How to secure the bottom parts of a paper bag*

Activity 2

(a) Use a paper bag to create a template for the bag.
(b) Use that template to make at least five bags.

Steps for making boxes

1. Choose the box size you want to make and strip it carefully by following the joints. Figure 14 shows samples of boxes of different sizes;

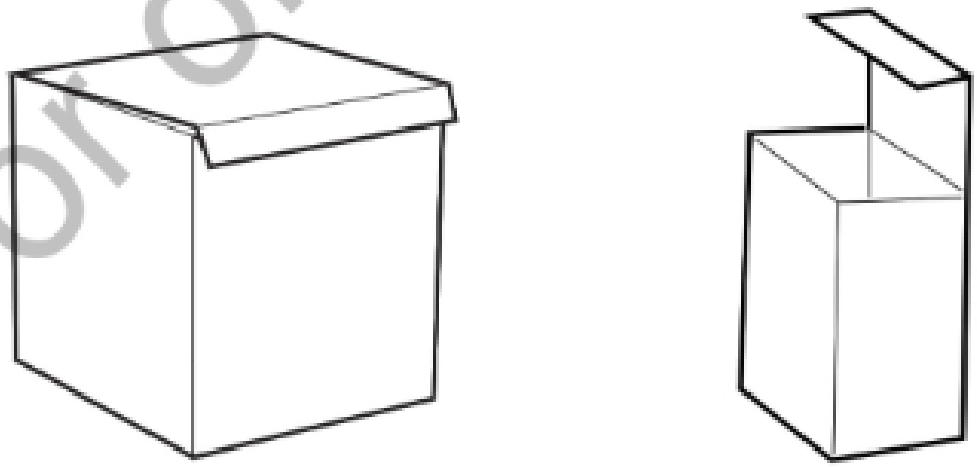

Figure 14: *Boxes of different sizes*

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2. Place it on a larger box material, and trace its outline;
3. Cut along the traced outline using a trimming knife or a pair of scissors.
4. Draw lines on the sections that will be folded, then fold them.
5. Assemble the box using water-based glue.

Ensure you maintain cleanliness in all steps to get a neat and attractive box as shown in Figure 15.

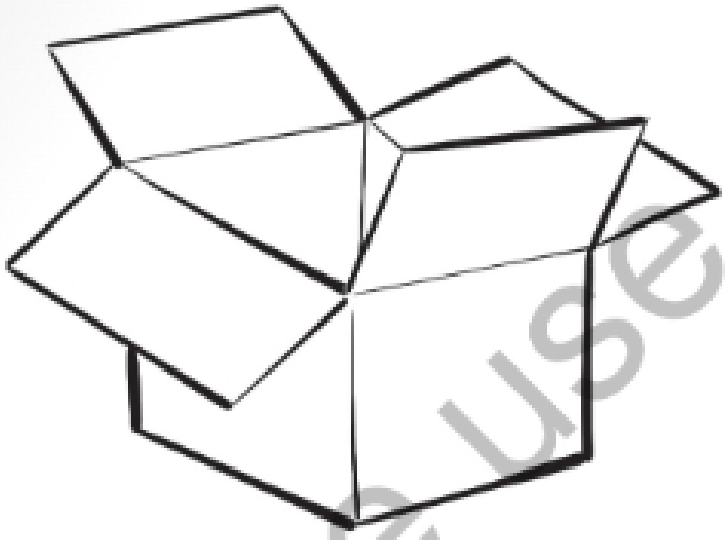

Figure 15: *The shape of the ready-made paper box*



Activity 3

Create at least three small boxes of different sizes and shapes.

Making baskets using scraps of various materials

Basket making using various types of materials is a very important art for the community. The baskets that are made can be sold at the market for different uses. There are many types of materials, such as paper, sisal ropes, nylon threads, and raffia, that can be used to make baskets.

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Scraps of paper materials

These are easy to find and are used to make baskets for carrying light items and for decoration. Figure 16 shows a basket made from scraps of paper material.



Figure 16: *A basket made from scraps of paper material*

Steps for making baskets using paper materials

(a) Prepare the paper material. Cut the paper into long strips about 1 to 2 centimetres wide. Use a pencil or a thin stick to roll each strip tightly to form a tube-like shape;

(b) Create the base of the basket. Take eight to ten paper tubes and arrange them in a star shape (intersecting at the centre). Use glue to stick them together at the centre, and wait for them to dry;

(c) Start weaving the basket wall. Take one paper tube and begin wrapping it around the base tubes. Weave by alternating the tube over and under the base tubes in sequence. Continue weaving in a circular motion, ensuring each layer is firm and close together;

(d) Increase the size of the basket. When you reach the end of a paper tube, glue on another one and continue weaving. Repeat this process until the basket wall reaches the desired height;

(e) Finalise the top of the basket. Trim the base tubes with scissors to match the basket's height. Fold the ends inward and glue them down to create a neat rim; and

(f) Add decorations. Enhance the appearance of the basket by adding decorative cords or extra embellishments.

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Activity 4

Make a small basket using scrap paper materials.

Nylon string or sisal rope scraps materials

Sisal or nylon ropes are easy to weave and are used to make various types of durable baskets. Figures 17 and 18 show baskets made from sisal and nylon rope scraps.



Figure 17: *Basket made from bundles of sisal ropes*



Figure 18: *Basket made from bundles of nylon ropes*

Steps for making baskets using sisal or nylon ropes

1. Prepare the necessary materials such as sisal or nylon ropes, scissors, a large needle or a weaving tool;
2. Cut your ropes according to the size you want for the basket;
3. Create the base of the basket by winding the rope into a circular or rectangular shape to form the foundation;
4. Use the needle to sew the rope together in order to secure the turns of the base;
5. Build the walls of the basket by weaving the rope upwards from the base. Ensure the rope turns are tightly secured using the needle or weaving tool; and
6. Finalise the basket by tightening the final rounds for it to be strong.

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Activity 5

Make baskets using sisal rope materials.



Activity 6

Use nylon rope materials to make a simple basket for storing grains.

Benefits of creating simple shapes

The art of creating simple shapes such as envelopes, bags, and boxes has numerous benefits. Some of these benefits include:

(i) Enhancing creativity. Creating envelopes, bags, and boxes requires innovative thinking to design different structures and styles, which helps develop unique and interesting ideas;

(ii) Developing technical skills. This art involves skillful use of tools and materials for cutting, stitching, and folding something which helps to build technical expertise;

(iii) Improving precision and accuracy. Creating simple shapes requires careful measurements and attention to instructions. This in turn cultivates doing work carefully;

(iv) Building patience and perseverance. This activity requires time and patience, fostering the ability to endure challenges and work diligently;

(v) Promoting self-reliance. Creating simple shapes can enhance independence, as one can create their own tools instead of always purchasing them;

(vi) Developing entrepreneurial skills. This art can be a source of income by selling handmade envelopes, bags, and boxes, especially if they have unique and attractive designs; and

(vii) Environmental conservation. Creating simple shapes using recycled scraps of various materials, such as paper, contributes to raise awareness on the importance of preserving the environment

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Exercise

1. List the steps you will follow when making an envelope by using a scrap of papers.
2. What benefits can you gain from engaging in the making of simple shapes using scraps of various materials available in your environment?

Vocabulary

Simple: The state of something being easy or straightforward.

Template: A drawing, diagram, or picture created for the purpose of making other items

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Chapter Six

Physical exercises and traditional games

Introduction

Physical exercise and traditional games are important in everyday life. In this chapter, you will learn various physical exercises and traditional games. The competencies developed will enable you to do various physical exercises, as well as play traditional games.



Think

Exercises that can improve strength and speed

Physical exercises

Physical exercises are very important in improving health and performance of the body in various physical activities. Performing these exercises skillfully and safely helps to improve the ability to perform well in sports and other physical activities. In this section, you will practice the exercises that improve strength and speed.

Strength and speed exercises

Strength and speed are important for players in various sports, including football and netball. Strength helps players compete physically, make powerful passes, and prevent injuries, while speed enables them to make quick moves into good positions and control opponents.

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Strength exercises

Strength exercises provide different challenges to the muscles and other body systems. There are various physical exercises that help to build strength. These exercises include squats, high knees, push-ups and planks.

(a) **Squats**

This exercise strengthens the legs and hip muscles. Therefore, it helps the players to be stable when competing with opponents.

How to do squats:

(i) Stand upright, legs slightly apart;

(ii) Slowly bend your knees while lowering your body as if sitting in a chair; and

(iii) Stand up again and repeat 10 to 15 times for 3 sets, by following steps (i-ii) as shown in Figure 1.



Figure 1: *Doing the squat exercise*

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Activity 1

(a) Do a squat exercise individually.
(b) In pairs, compete by doing as many sets of squats as possible.

(b) **High Knees**

This exercise strengthens the legs and increases speed.

How to do high knees:

(i) Run while raising the knees towards your chest, as shown in Figure 2.
(ii) Do this exercise for 30 to 60 seconds 3 times.



Figure 2: *Doing the high knees exercise*

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Activity 2

(a) Do the high knees exercise individually.
(b) In pairs, practice the high knees exercise.

(c) **Push-ups**

Push-up exercise strengthens the muscles of the arms, shoulders and chest. This helps players when participating in sports such as football and netball in making powerful passes as well as competing physically with opponents.

How to do push-ups:

(i) Lie face down and support yourself on your hands and toes;
(ii) Raise your body by pushing up your arms until the arms are fully extended;
(iii) Lower your body slowly near to the floor without touching it; and
(iv) Repeat 10 to 15 times for 3 sets, by following steps (i-iii) as shown in Figure 3.

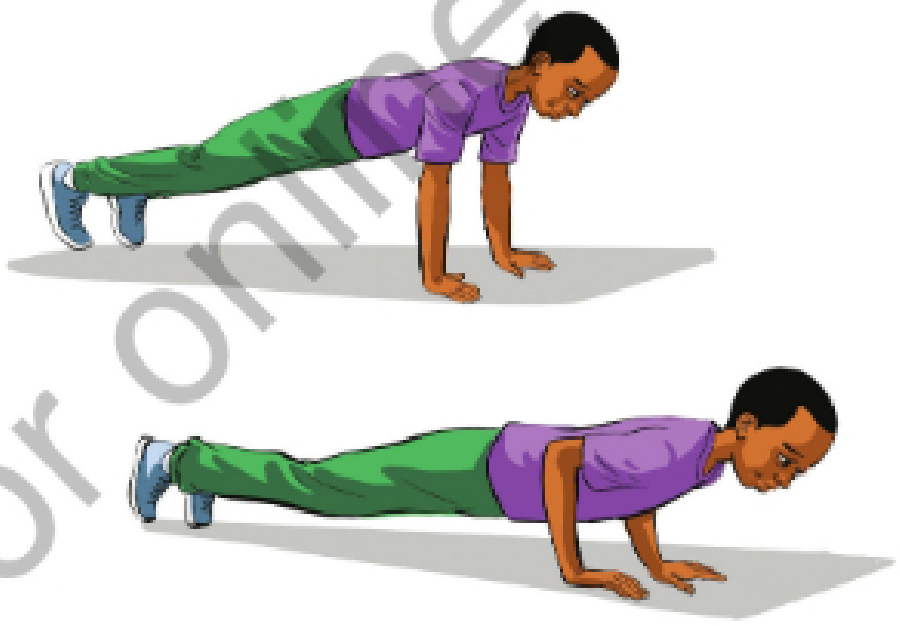

Figure 3: *Doing a push-up exercise*

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Activity 3

(a) Do a push-up exercise individually.
(b) Compete with your friends to do the push-ups as many times as possible.

(d) **Planks**

Planks strengthen the abdominal and back muscles, helping players to be stable when running or jumping.

How to do planks:

(i) Lie face down, supporting yourself on your hands and toes;
(ii) Keep your body upright; do not let your waist dip or rise; and
(iii) Hold this position for 30 to 60 seconds, then relax and repeat 3 times, by following steps (i-ii) as shown in Figure 4.

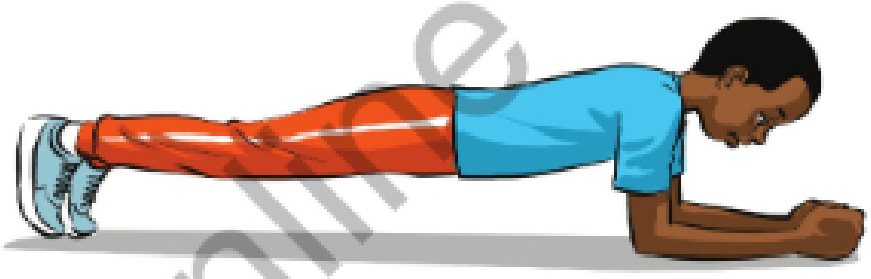

Figure 4: *Carrying out the plank exercise*

Activity 4

(a) Practice planks individually.
(b) In pair, compete by doing planks for as many seconds as possible.

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Speed exercises

Speed exercises are basic for players, particularly in football and netball. There are various types of speed-building exercises such as sprint drills, shuttle runs, broad jumps and rope jumps.

(a) **Sprint drills**

This exercise increases speed and improves physical fitness on the field.

How to do sprint drills:

(i) Run fast for 20 to 30 meters as shown in Figure 5.

(ii) Rest for 30 seconds, and then repeat 5 to 10 times.



Figure 5: *Conducting short-speed running exercises*



Activity 5

Do short, fast sprints of 20 to 30 meters repeatedly.

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(b) **Shuttle runs**

This is a high-intensity exercise that involves sprinting from one point to another point and going back to the starting point. It helps to improve the speed and endurance of the player.

How to do shuttle runs:

(i) Run from one point to another, touching the ground with your hand each time you change direction, as shown in Figure 6.

(ii) Repeat 5 to 10 times for 3 sets.

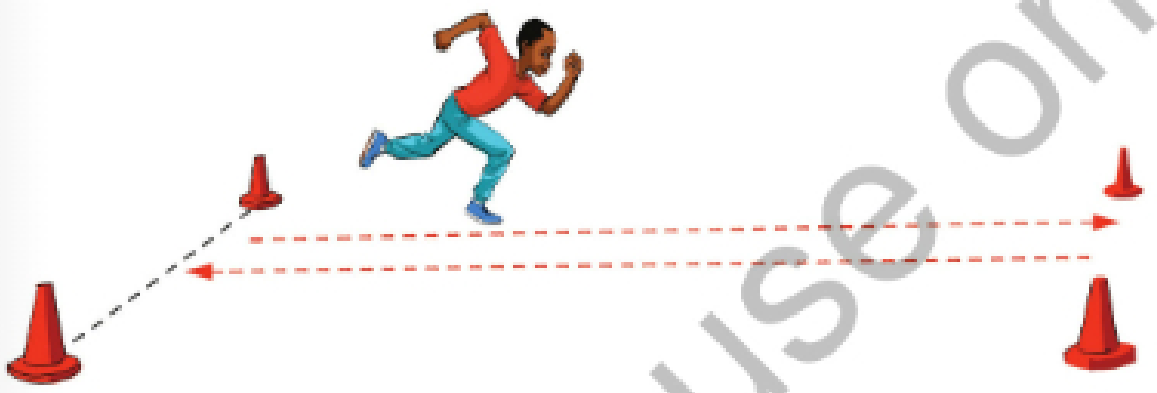

Figure 6: *Doing shuttle runs*



Activity 6

(a) Do a shuttle run individually.

(b) In pairs, compete by doing a shuttle run.

(c) **Broad jumps**

This exercise increases jumping power and speed. This is important in playing various sports, such as netball and football.

How to do broad jumps:

(i) Stand upright, then bend your knees slightly;

(ii) Jump forward with force and land on both feet; and

(iii) Repeat 5 to 10 times for 3 sets, by following steps (i-ii) as shown in Figure 7.

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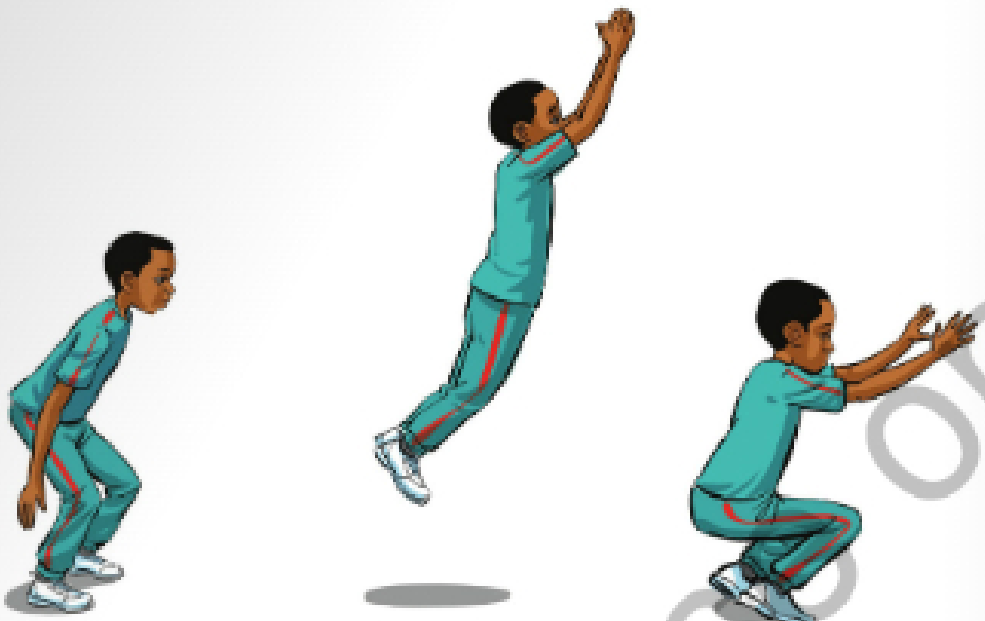

Figure 7: *Doing the broad jump exercise*



Activity 7

(a) Do the broad jump exercise individually.
(b) In groups, practice the broad jump.

(d) **Rope skipping**

This is an exercise that helps to improve leg speed and increase stamina. This exercise can be done by rope skipping on one leg or both legs.

How to do rope skipping

(i) Hold the rope ends with your hands;
(ii) Swing it moving down your feet and above your head as you jump;
(iii) Keep jumping at a faster pace for 60 seconds, then rest for 30 seconds; and
(iv) Repeat 3 to 5 times, by following steps (i-iii) as shown in Figure 8.

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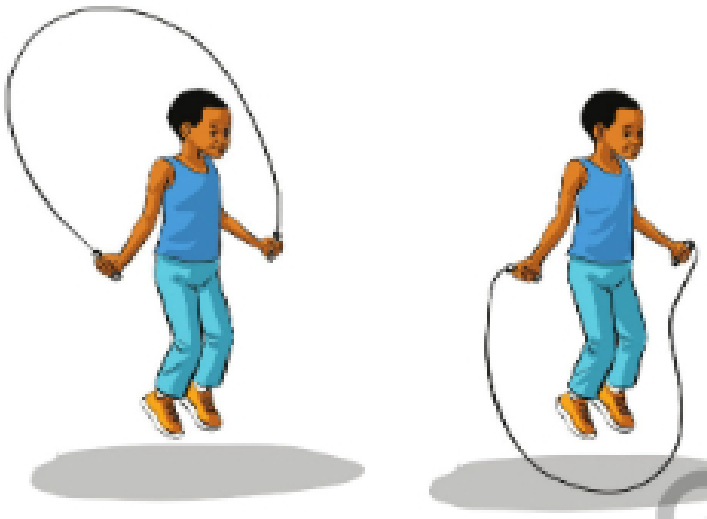

Figure 8: Doing the rope skipping exercise



Activity 8

(a) Do the rope skipping exercise with one leg, then with both legs individually.

(b) In pairs, compete by doing rope skipping for a long time as possible.

Exercise 1

1. Name two exercises that help improve strength for netball and football players.
2. Why is speed important for netball and football players?
3. Explain how shuttle runs help a player on the field.

Traditional games

Traditional games are important in society because of their social and cultural significance. These games provide people with opportunities to participate,

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have fun, and learn important values. They have been played for centuries, reflecting the needs, traditions, and customs of the respective communities. Often, these games are played using simple and local materials, and their main features is the close interaction between the participants. One of the traditional games is tug-of-war.

Tug-of-war

Tug of war is one of the traditional games played by people of all ages. It is a competitive game that requires strength, teamwork, technique and endurance. Although it is an ancient game, it is still very popular in various communities, especially in school competitions, social celebrations, and in international games. Historically, this game is associated with many cultures around the world. In East Africa, this game has been part of the culture of many communities, associated with physical exercise, entertainment, and festive celebrations to date. The game is popular in school sports' competitions and cultural concerts.

Game equipment

In playing this game, various equipment are used such as a rope, whistle, lime and flagmaker.

Rules and regulations of the game

1. Number of players:
   (a) The teams should have an equal number of players, usually between 3 and 8 people, but the number may vary depending on the competition.
   (b) Players should be in good health and physical strength to participate effectively.

2. Game structure:
   (a) A long rope with a centre mark is used.
   (b) A centre line is drawn on the ground to indicate the area beyond which either team loses.
   (c) Each team holds its side of the rope tightly and lines up in a neat formation, as shown in Figure 9.
   (d) The referee ensures that both teams are ready before giving the signal to start.

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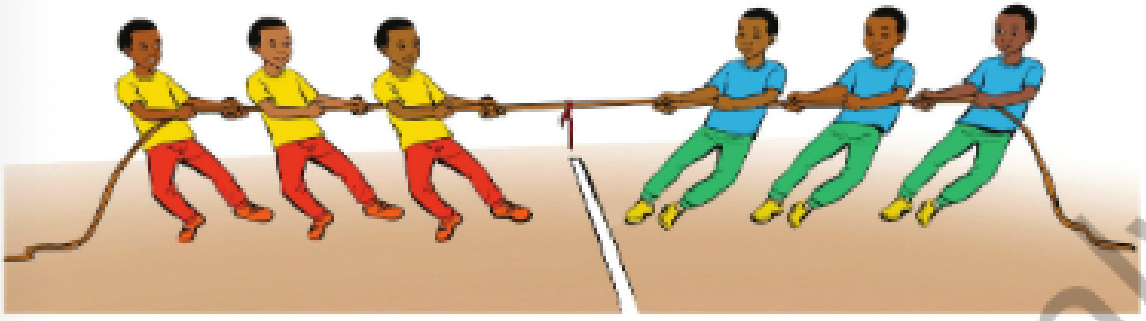

Figure 9: *Teams ready for tug-of-war*

3. Method of determining the winner:
   (a) The team that can pull the rope and move the opposing team across the centre line is declared the winner.
   (b) Sometimes, the game is played in more than one round, and the team that wins the most rounds is awarded the overall winner.

Strategies for winning the game

(a) Teamwork. Working together and planning a pull-up strategy instead of each person pulling independently.
(b) Organising players in good order. Some players are strategically placed at the front, middle, and back to provide maximum support for the team. For instance, the strongest players may be placed at the front, middle and back.
(c) Holding the rope strongly and tightly. Players should hold the rope strongly and tightly and keep their hands close to their bodies for stability.
(d) Using one back leg as the main force. Players should place one foot behind to gain good footing and pulling power, as shown in Figure 10.
(e) Preventing slipping. Wearing shoes that provide good traction on the ground helps prevent slipping.

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Figure 10: *The feet positioning*



Activity 9

(a) In pairs, practise a tug-of-war game.
(b) In teams, play a tug-of-war game.

Benefits of tug-of-war

1. Help strengthen the muscles of the arms, legs, back and shoulders.
2. It enhances cooperation and strategy-setting skills as a team.
3. Increases the spirit of competing fairly and enjoying victory wisely.
4. It is a good entertainment for children and adults.
5. It teaches patience and discipline.

Exercise 2

1. Imagine you are on a tug-of-war team. Which position of the team would you like to be (front, middle, or back)? Why?
2. Beside strength, what other things are needed to win a tug-of-war?
3. What are the potential dangers of playing tug-of-war?
4. Outline the precautionary measures of tug-of-war?
5. Why is it important for a team to pull the rope together instead of each person pulling separately?
6. Which team is declared the winner in tug-of-war?

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Chapter Seven

Modern sports

Introduction

Modern sports are an important part of human life, and to a large extent reflect the history, culture, and technological development of a given society. There are many types of modern sports, including football and netball. In this chapter, you will learn about football and netball. The competencies developed will enable you to play sports in a skilful manner.



Think

How to play football and netball

Football

Football is a two-team sport played with the aim of scoring goals in the opponents' goal. Each team has 11 players, including the goalkeeper. The game requires speed, concentration, and teamwork. The main objective is to score more goals than the opposing team. To score a goal, the ball must cross the goal line.

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Equipment

To play football correctly, the following equipment are necessary:



Football



Football shoes



Shin guards



Socks



Goalkeeper gloves



Jersey

Figure 1: *Football equipment*

Exercise 1

1. Explain the use of the football equipment shown in Figure 1.

Basic skills in football

To be able to play football well, a player must have the basic skills used in the game. These skills are essential for any player who wants to succeed in football. Among the basic skills in football are passing, receiving the ball, dribbling, shooting, and defending.

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(a) **Passing**

Passing is the intentional kicking or heading the ball from one player to another of the same team. This is a basic skill of the ball exchange between players of the same team to increase opportunities for attacking or defending. Accurate passing is essential for a team to be able to make quick attacks and reduce the opponent's chances of winning the ball. Players need to know the time and distance required for each pass, and also have good communication to reduce mistakes. There are two main types of passes: short passes and long passes.

Short passes

A short pass is the kicking or heading of the ball to a teammate who is at a short distance. Normally, this pass is made with the inside of the foot, as shown in Figure 2.



Figure 2: *Kicking a short pass*



Activity 1

In pairs, practise passing the ball at short distances using the inside of the foot.

Long pass

A long pass is kicking or heading the ball to a teammate who is at a long distance. This pass is usually made using the top of the foot, as shown in Figure 3.

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Figure 3: *Kicking a long pass*

Activity 2

In pairs, practise passing the ball at long distances using the top of the foot.

(b) **Receiving the ball**

This is the skill of receiving and controlling the ball using the foot, thigh, chest or head. The main goal is to have complete control of the ball and be able to continue the game by passing or shooting. Receiving the ball correctly requires the skill of using various parts of the body, such as the foot, thigh or chest.

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Figure 4: *Receiving the ball with foot, thigh and chest*

Activity 3

(a) Practise receiving the ball using the foot, thigh, and chest.
(b) Take part in a football game, playing with an emphasis on controlling the ball using your feet, thigh and chest.

(c) **Dribbling**

Dribbling is the act of controlling the ball while walking or running, allowing the player to maintain possession and move forward. It requires good ball control, speed, and direction. The player must be very careful to control the ball and pass the opponent without risking losing the ball.

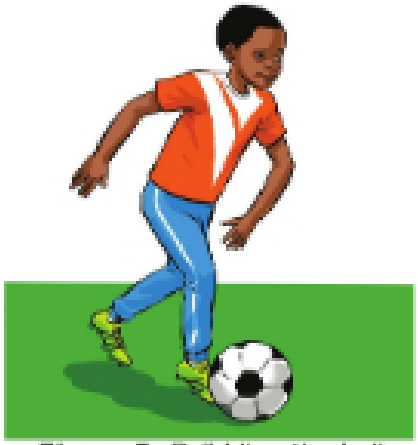

Figure 5: *Dribbling the ball*

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Activity 4

(a) Practise dribbling the ball 20 meters by starting slowly and then quickly.

(b) Practise dribbling the ball through a circle of cones placed on the ground.

(d) **Shooting**

Shooting refers to kicking the ball towards the opponent's goal with the aim of scoring a goal. To shoot effectively, a player must:

(i) Kick the ball with power and accuracy, aiming for the angles of the goal to make it difficult for the goalkeeper to catch it.

(ii) Use different parts of the foot (ankle for an accurate shot, upper leg for a powerful shot).

(iii) Position the body in the right direction to get the ball towards the right direction.



Figure 6: *Shooting*

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Activity 5

(a) Practise shooting the goal from a short distance and then from long distances.

(b) Practise shooting from different sides of the goal.

(e) **Defending**

Refers to the act of preventing the opposing team from possessing the ball and scoring. Players can defend in different ways, such as:

(i) Man-to-man defending: A player follows an opponent closely to prevent them from receiving the ball or shooting the ball.

(ii) Zonal defending: Players stay in specific areas of the field to ensure that there are no opportunities for the opposing team to penetrate.

(iii) Tackling: A player takes possession of the ball from the opponent by using the feet, legs or body without committing a foul.



Figure 7: *A player blocking the opponent's path*

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Activities 6

(a) Practise defending a player from receiving or passing the ball.
(b) Work with your teammates to practice zonal defending by blocking the opponents' path.
(c) Practise defending the ball safely without committing a foul.

Exercise 2

1. Explain the meaning of passing in football.
2. Why is dribbling an important skill in football?
3. Why is defending important in football?

Basic laws of football

There are 17 laws of football. At this stage, you will learn the following five laws:

1. An official football match is played for 90 minutes, 45 minutes per half paced and a 15-minute half-time break.
2. In an official match, the number of players for each team is 11 players, including the goalkeeper.
3. A goal is scored if the ball completely crosses the goal line.
4. Offside occurs when a player receives the ball in front of the opposing team's defenders without another player of the opposing team other than the goalkeeper.
5. A foul happens if a player wrongly plays against an opponent.



Activity 7

(a) Play football with your friends for 30 minutes, focusing on the skills you have learned.
(b) Play a football match with your friends for 30 minutes, while abiding to all the rules you have learned

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Exercise 3

1. Describe at least two important rules of football.
2. Explain the meaning of a foul and give one example.
3. Why is the referee important in a football game?

Strategies for improving football skills

To become a good football player, it is important to abide by the following strategies:

(a) Make a daily practice to help enhance the skill of playing, for instance, passing and ball control. The player should often practice passing the ball with the right and left foot, as well as practising receiving and controlling the ball, which helps to increase accuracy and speed.

(b) Participate in trial matches at school or out of school. Playing trial matches helps to learn cooperative play, improve speed, and understand the tactics of opponents.

(c) Watch football games and learn new techniques. A player can learn new techniques by watching football matches, whether live or through videos and television. This helps to understand the techniques of tackling, defending, and playing together as a team.

(d) Do physical exercises frequently. Football requires strength, flexibility and endurance, so doing physical exercises such as running, jumping rope, and other physical exercises helps to increase stamina and physical strength.

Importance of playing football

Football is not only a game of entertainment, but it has many other benefits for the individual player and society as a whole. Some of the benefits of playing football are:

(a) It helps in improving physical health. Football is a game that involves running, jumping, and performing various movements that strengthen the health of the heart, muscles, and bones. It also helps to reduce the risk of non-communicable diseases such as blood pressure and diabetes.

(b) It promotes cooperation and friendship among players. Football is a team game, so players learn to cooperate and help each other to

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achieve their goals. This builds friendship and solidarity among players.

(c) It builds discipline and learns to make quick decisions. Football players learn to follow the rules, respect referees and fellow players, and make quick decisions when they are on the field. This also helps them in daily life.

(d) It is a job opportunity for players who can play in major competitions. Talented and motivated players can get the opportunity to play in major national and international leagues, thus finding employment and improving their lives through football.

Exercise 4

1. What is football?
2. Name two ways a player can use to learn new football techniques.
3. Explain three benefits of playing football.

Netball

Netball is a two-team game played with the aim of scoring goals by passing the ball into the opposing team's net. A team consists of seven players. In netball, every player has his or her own playing area. A player is not allowed to play out of his or her restricted area. Figure 8 shows the playing positions in netball.

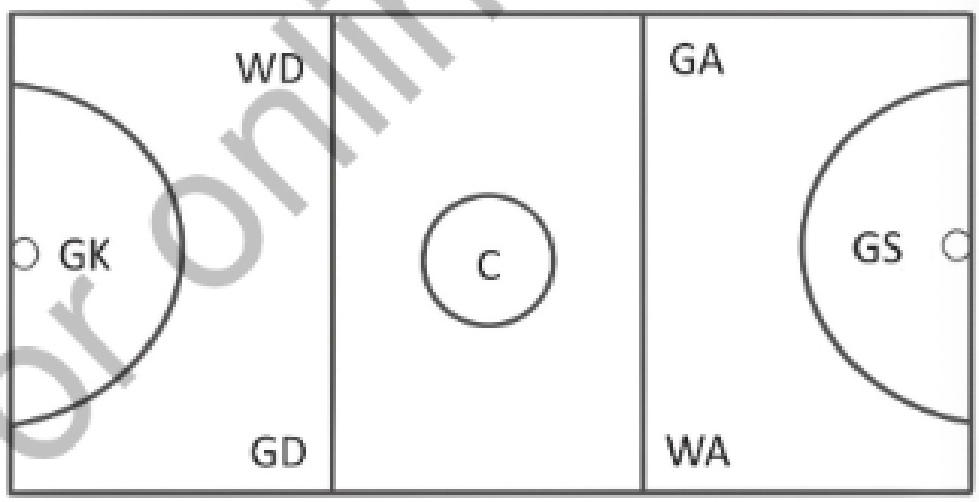

Figure 8: *Playing positions in netball*

(a) Goalkeeper (GK): Is allowed to play in the defensive third and the goal circle.

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(b) Goal defence (GD): Is allowed to play in a defensive third, goal circle and centre third.

(c) Wing defence (WD): Is allowed to play in a defensive third and centre third.

(d) Centre (C): Is allowed to play in any area of the field except within his or her own goal circle and that of the opponent.

(e) Goal attack (GA): Is allowed to play in the circle of the opposing team, attacking the third and centre third.

(f) Goal shooter (GS): Is allowed to play in the goal circle of the opposing team and In the attacking third.

(g) Wing attack (WA): Is allowed to play in the centre third and attacking third.

Equipment

To play netball correctly, the following equipment are essential.



Netball Sports shoes Bibs

Figure 9: *Netball equipment*

Exercise 5

1. What is netball?
2. Explain the use of the netball equipment shown in Figure 9.
3. Analyse at least two playing positions of a netball game.

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Basic skills in the game of netball

To be able to play netball well, a player must have the basic skills of the game. The essential netball skills include passing, catching, movements, shooting and defending.

(a) Passing

Passing is the act of throwing the ball from one player to another of the same team. Passing accurately is essential for a team to attack quickly and prevent opponents from gaining possession of the ball. The main types of passes are chest pass, bounce pass and high pass.

Chest pass

A chest pass is the throwing of the ball, released from the passer's chest, directly to the teammate's chest using both hands. The pass is normally quick, easy and accurate to short distances. To be successful, the player must hold the ball with both hands and place it in front of the chest, then push it powerfully and accurately towards the teammate, as shown in Figure 10.

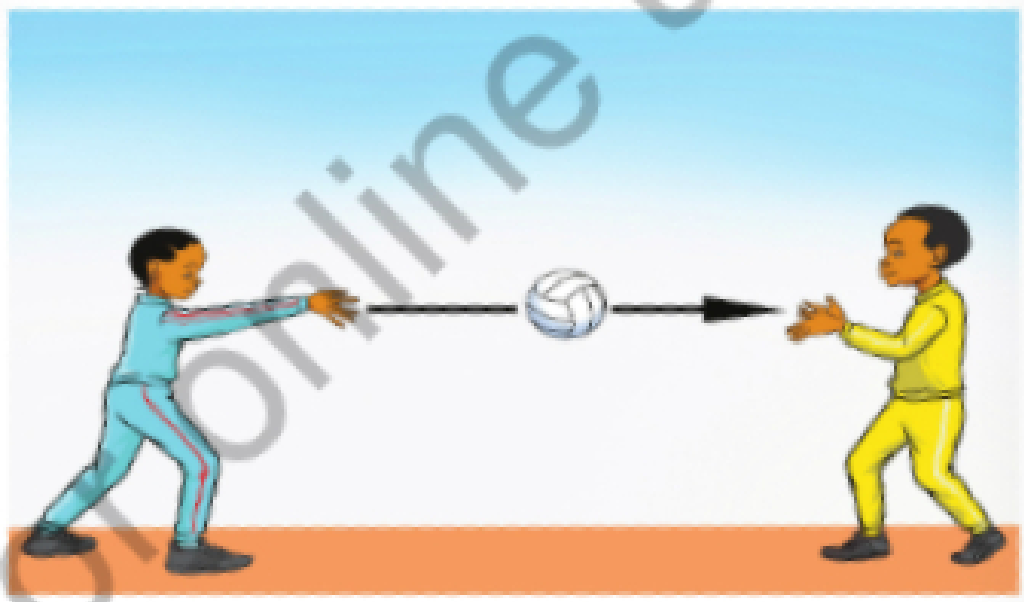

Figure 10: *Practising a chest pass*



Activity 8

Practice making the chest pass.

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Bounce pass

A bounce pass is the passing of the ball whereby the ball is thrown so as to bounce once before it reaches the receiving player. The ball is held with two hands while directing it to the bouncing point and released at an angle to bounce hard towards the teammate. This type of pass prevents the opponent from catching it as the ball is strategically directed to a teammate. It is often done for a short distance, as shown in Figure 11.

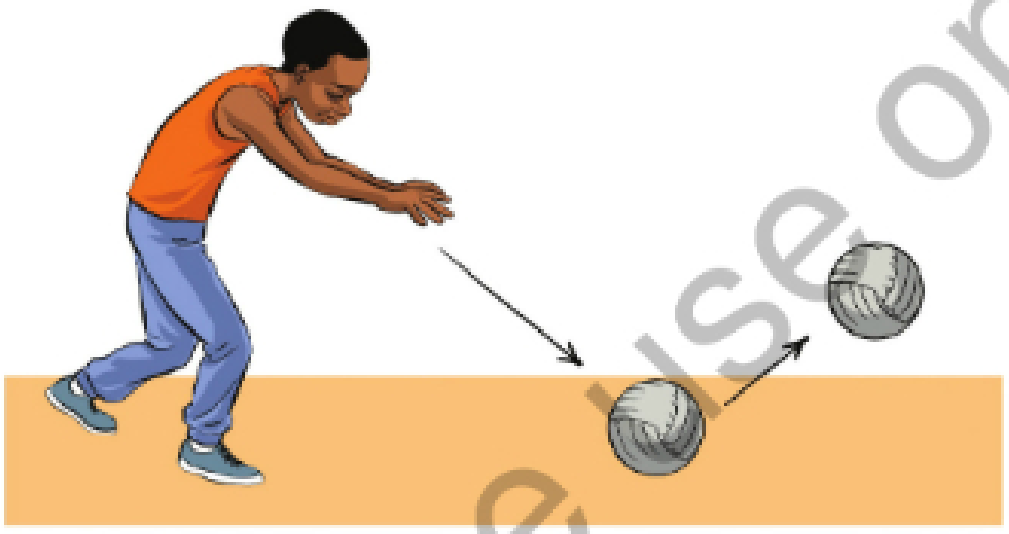

Figure 11: *Making a bounce pass*



Activity 9

Practise making a bounce pass.

High pass

A high pass is the passing of the ball from the top of one player's head to another player at a distance. This pass is often used when a player needs to deliver the ball over a long distance or when they want the ball to go over the obstacles of the opposing team. To make this pass, the player stands upright, takes the ball with both hands behind the head, and then pushes it forward with force and accuracy to reach the distant player, as shown in Figure 12.

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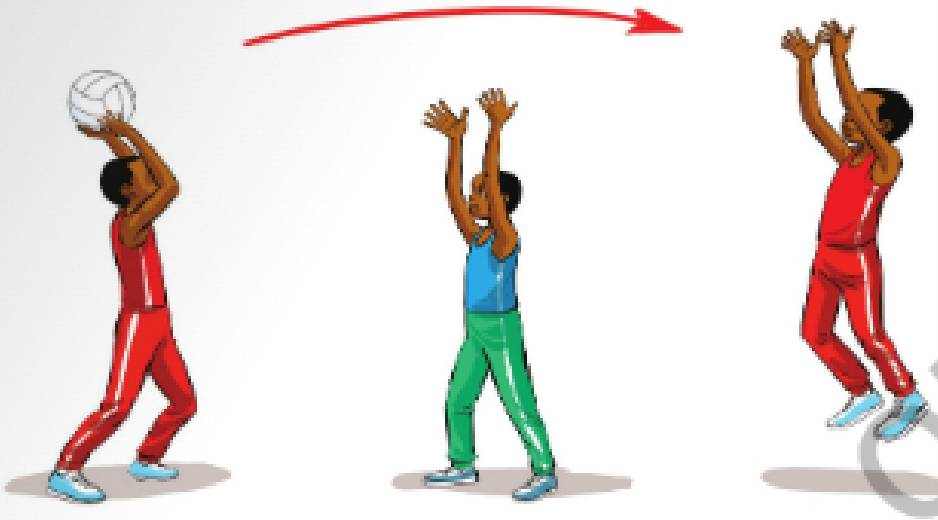

Figure 12: *Practising a high pass*



Activity 10

(a) Practise high passing.
(b) In a netball match, play while focusing on high passing skills.

(a) **Catching and controlling the ball**

Catching and controlling the ball is an important skill in netball. The skill allows the team to maintain possession of the ball in a game. To achieve effective receiving and controlling the ball, the player should:

(i) Keep the hands open and the fingers pointing forward. This allows the player to control the ball effectively. Fingers pointing forward help the player to create a shape for receiving the ball easily.

(ii) Absorb the ball's momentum by softening your hands on impact. When the ball lands in the hands, the player should slightly pull back the hands to reduce the impact of the collision and keep the ball safe.

(iii) Use the eyes to track the ball to determine its direction: The player's eyes should be on the ball at all times to see its direction and prepare to receive it correctly. This also helps to prevent the ball from being lost.

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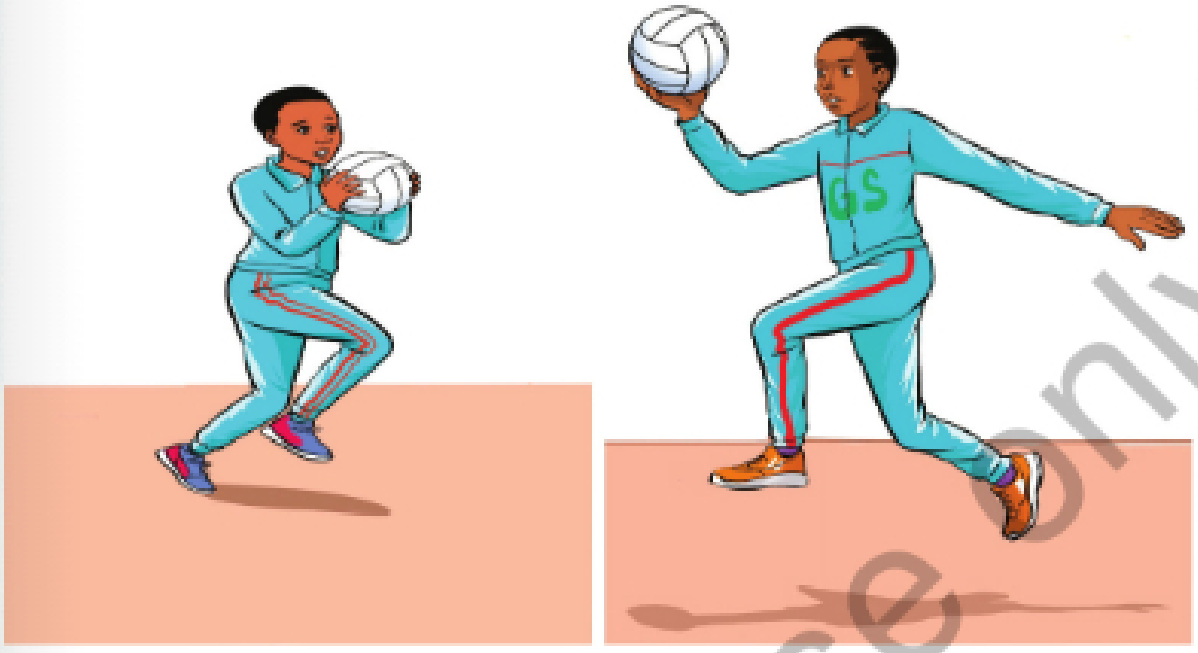

Figure 13: *Receiving the ball with both hands or one hand*



Activity 11

(a) Practise catching the ball with one hand and two hands.
(b) Organise a match and play by considering receiving the ball with one hand and two hands.

(b) **Movements**

Movement is an important skill in netball, where players must use their feet carefully to maintain direction and balance. In netball, a player cannot run with the ball, but they can take one or two running steps to change direction and prepare to pass or shoot. Figure 14 shows how to change movements.

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Figure 14: *Movement*



Activity 12

Do footwork exercises, starting slowly and then quickly.

(d) **Shooting**

Shooting is the action of accurately throwing the ball so that it enters the opponent's goal, as shown in Figure 15. It is an important skill in netball, where only Goal Shooters (GS) and Goal Attackers (GA) are allowed to shoot. To shoot effectively, the player should consider the following:

(i) Holding the ball correctly. The player should hold the ball with one or two hands, depending on their distance from the net. The fingers should be open to rest the ball on the palms for good control.

(ii) Bending the knees slightly. The player should bend the knees slightly and then push the body up to gain power for the shot and increase the accuracy of the ball towards the net.

(iii) Aiming the net. The player's eyes should be at the top of the net to ensure the ball is directed correctly.

(iv) Releasing the ball. The ball should be released with a backspin so that it enters the net easily and reduces the possibility of going out.

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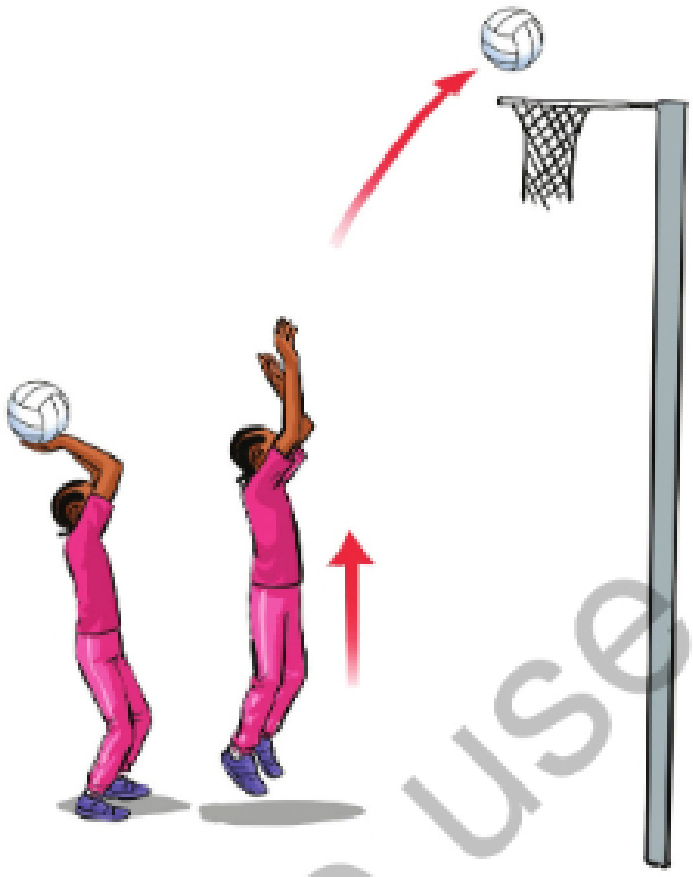

Figure 15: *Shooting the ball into the net*



Activity 13

(a) Practise shooting from a short distance and then gradually increase the distance.

(b) Practise shooting from different angles around the goal.

(e) **Defending**

Defending is the act of preventing the opposing team from passing the ball or scoring. Defensive players such as the goalkeeper (GK) and goal defender (GD) must be quick and able to read the game in order to stop the opposing team's attackers. The main types of defending in netball are:

(i) Man-to-man defence: A player follows an opponent and attempts to block a pass or shot.

(ii) Zonal defence: Defensive players stay in specific areas to ensure there is no space for the opponents.

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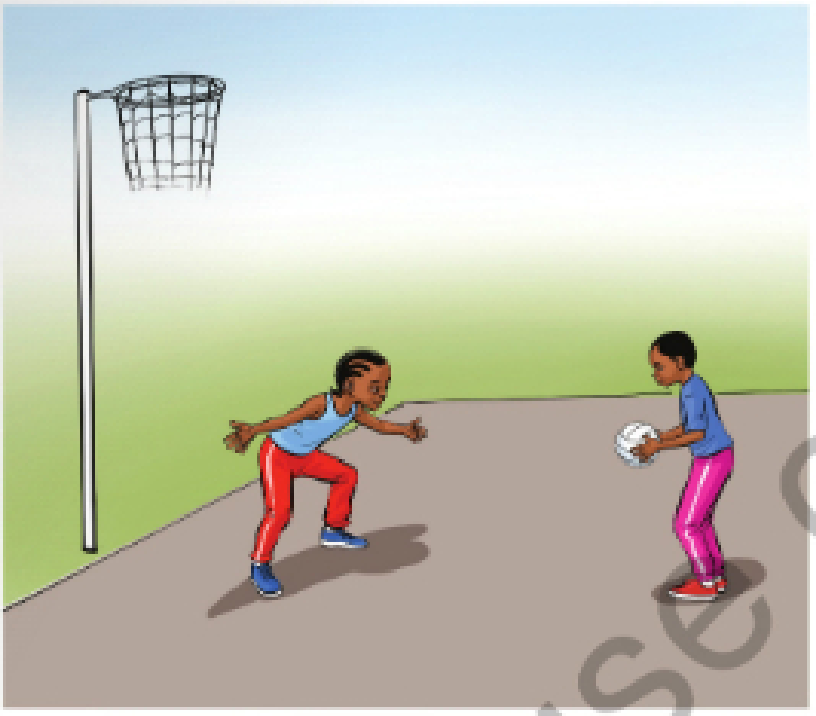

Figure 16: *Defending in netball*



Activity 14

(a) Practise defending someone by preventing them from receiving or passing.

(b) Work with your teammates to practice blocking the area by blocking the opponents' path.

Exercise 6

1. Why is shooting an important skill in netball?
2. Explain the importance of footwork in netball.

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Basic netball rules

1. The game is played in four quarters of 15 minutes each. A 3-minutes break is given between the first and second quarters. Players are given a 5-minutes break after the second quarter ends, which marks half time. Between the third and fourth quarters, players rest for another 3 minutes.
2. Each team must have seven players on the court. A team may make substitutions with reserve players during breaks or in case of injuries.
3. A player is not allowed to run with the ball.
4. Scoring is only done within the goal circle by players playing the GS and GA positions.
5. A player may not hold the ball for more than three seconds without passing or scoring.

Exercise 7

1. Explain at least two basic rules of netball.
2. Why is a netball player not allowed to run with the ball?
3. What are the only scoring positions in netball?

Netball skill-building strategies

To become a good netball player, it is important to ensure the following strategies:

(a) Practising regularly. A player should practice regularly to strengthen their playing skills, such as passing, receiving passes, and shooting. These exercises help improve the accuracy and speed of passing, as well as the ability to receive the ball without dropping it.

(b) Participating in trial matches at school or out of school: Participating in trial matches is an excellent way to learn by doing. These matches enhance the experience of playing as a team, help players understand each other's tactics, and improve communication between them. It also helps to increase confidence and strengthen the ability to make quick decisions during the game.

(c) Watching netball matches to help learning new techniques: A player can learn better techniques by watching experienced players through live matches or videos. Watching top-level games helps to understand various techniques such as fast passing, effective tackling, and better

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scoring opportunities. Moreover, learning new techniques from top players can improve the level of play and increase knowledge of the game.

(d) Doing physical exercises like running and jumping: Physical exercises are important for every netball player as they increase stamina, speed, and strength. Running helps to improve the ability to move quickly on the court, while jumping exercises strengthen the ability to jump high when scoring or catching the ball. These exercises also help to strengthen muscles and reduce the possibility of injuries during the game.



Activity 15

(a) Collaborate with your peers to play netball for 20 minutes, focusing on the netball skills you have learned.

(b) Work together with your peers to play a 30-minute netball match, while following all the rules that have been taught.

Importance of playing netball

Netball is a fast-paced game that requires good cooperation between players to achieve victory. Apart from being a recreational game, netball provides many benefits to the individual player and society as a whole. The following are some of the important benefits of playing netball:

(a) Improves physical health. Playing netball is one of the best ways to improve physical well-being. This game involves many movements such as running, jumping, and passing the ball, which increase muscle strength, speed, and physical endurance. It also helps to improve the heart and lungs, lose weight, and improve blood circulation, thus reducing the risk of non-communicable diseases such as blood pressure and diabetes.

(b) Builds cooperation and friendship between players. Netball is a team game that requires good communication and cooperation between players. Through practice and matches, players learn to help each other, understand each other, and cooperate with the aim of winning the game. This cooperation increases solidarity and everlasting friendships even outside the field of play.

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(c) It helps to enhance discipline and quick decision-making. Netball players learn to follow the rules of the game and respect the decisions of the referees, which builds discipline and good character. Hence, this game requires making quick decisions, such as passing the ball to a player in a good position or determining the right tackle. This strengthens the ability to think quickly and make the right decisions, not only on the field but also in everyday life.

(d) It is a job opportunity for players who participate in major competitions. For players with great talent and hard work, netball can be a source of employment. Players who can participate in major competitions at the national and international levels get the opportunity to play in major leagues and even get scholarships or work contracts. It can also open up other opportunities, such as becoming referees, coaches, or trainers of netball.

Exercise 8

1. Explain the three basic equipment of the game in netball.
2. Describe three types of passes used in netball.
3. Suggest three ways of improving the skills of playing netball.

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Test

Answer all the questions

1. Answer questions (i) to (x) by choosing the letter of the correct answer and write the chosen letter in the bracket beside the question number.

(i) What does mime rely mostly?
A. Sound and music
B. Sign language ( )
C. Non-verbal communication
D. Captivating scripts

(ii) Which of the following is a type of musical dynamics?
A. Scale
B. Crescendo ( )
C. Melody
D. Harmony

(iii) How many beats does a half note have?
A. 1
B. 2
C. 4
D. 8

(iv) How many notes are used in the ascending major scale?
A. 4
B. 7 ( )
C. 8
D. 10

(v) Why is it important to use musical instruments in solfa singing?
A. To make music difficult
B. To help understand pitch and note arrangement ( )
C. To make the singers' voices audible
D. To make practice tiresome

(vi) Which among the following notes has the longest duration?
A. Quarter note
B. Half note ( )

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C. Whole note
D. Eighth note

(vii) Which of the following are the ascending solfa of the major scale?
A. do re mi fa so la ti do'
B. do' ti la so fa mi re do ( )
C. do re fa mi so la si do'
D. do re mi fa so la do'

(viii) Which section should be considered when drawing a picture?
A. Line, balance and shadows
B. Eracer, pencil and clay modelling ( )
C.Lines, eraser and clay modelling
D.Kiln, pencil and balance

(ix) Why is it important for a player to wear their team jersey?
A. Because of the weather
B. Because it represents the team's identity and unity ( )
C. Because it gives them extra strength during the game
D. Because it is a rule to wear sportswear

(x) Which of the following exercise helps to improve a player's speed?
A. Squatting
B. High knees ( )
C. Push-ups
D. Broad jump

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2. Match items (i)-(v) from List **A** with their descriptions in List **B**

List A	List B
(i) Mould	A. Cloth is worn during pottery-making
(ii) Kiln	B. Device for transporting pots
(iii) Rod carrier	C. Minerals for polishing clay models
(iv) Glaze	D. A special area for firing bricks or clay models
(v) Apron	E. Tool for making other shapes

3. Complete the following sentences by filling in the blanks provided.

(i) A major scale has ..... notes arranged in a regular pattern.

(ii) A half note has ..... beats

(iii) Musical instruments such as ..... and..... are used to accompany solfa singing

(iv) Narrative literature whose actors are the main characters is.....

(v) Passing the ball to a teammate correctly is called.....

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4. Read the following sentences, then write TRUE if the statement is correct and FALSE if the sentence is incorrect.

   (i) Solfa singing uses solfa syllable such as *do, re, mi,* .....
   (ii) Defending is an important skill in football, which helps the opponent team to score a goal.....
   (iii) One half of an official football match is played for 45 minutes.....
   (iv) "*Piano*" means singing with loud.....
   (v) A whole note has two beats.....

5. Explain how playing football can be a job opportunity.
6. Name three health benefits of playing football and netball.
7. Explain why football boots have spikes.
8. Why is footwork important in netball?
9. Explain two ways of tackling in netball.
10. Explain the importance of musical dynamics in singing.
11. What are the challenges you might encounter in solfa singing accompanied by musical instruments?
12. Which term and sign for dynamic that can be used to reflect sadness in a song?

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