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TERM ONE

UNIT 1

DESIGN IN NATURE AND MAN-MADE ENVIRONMENT

Learning Outcomes:

Learners are to:

- Explore the influence of nature on man-made designs.
- Generate ideas from nature to come out with their designs.
- Plan and make their own design through ideas generated.

Lesson 1: Influence of Nature on Man-made Designs

Vocabulary: exploration, influence, coat rack, inspiration

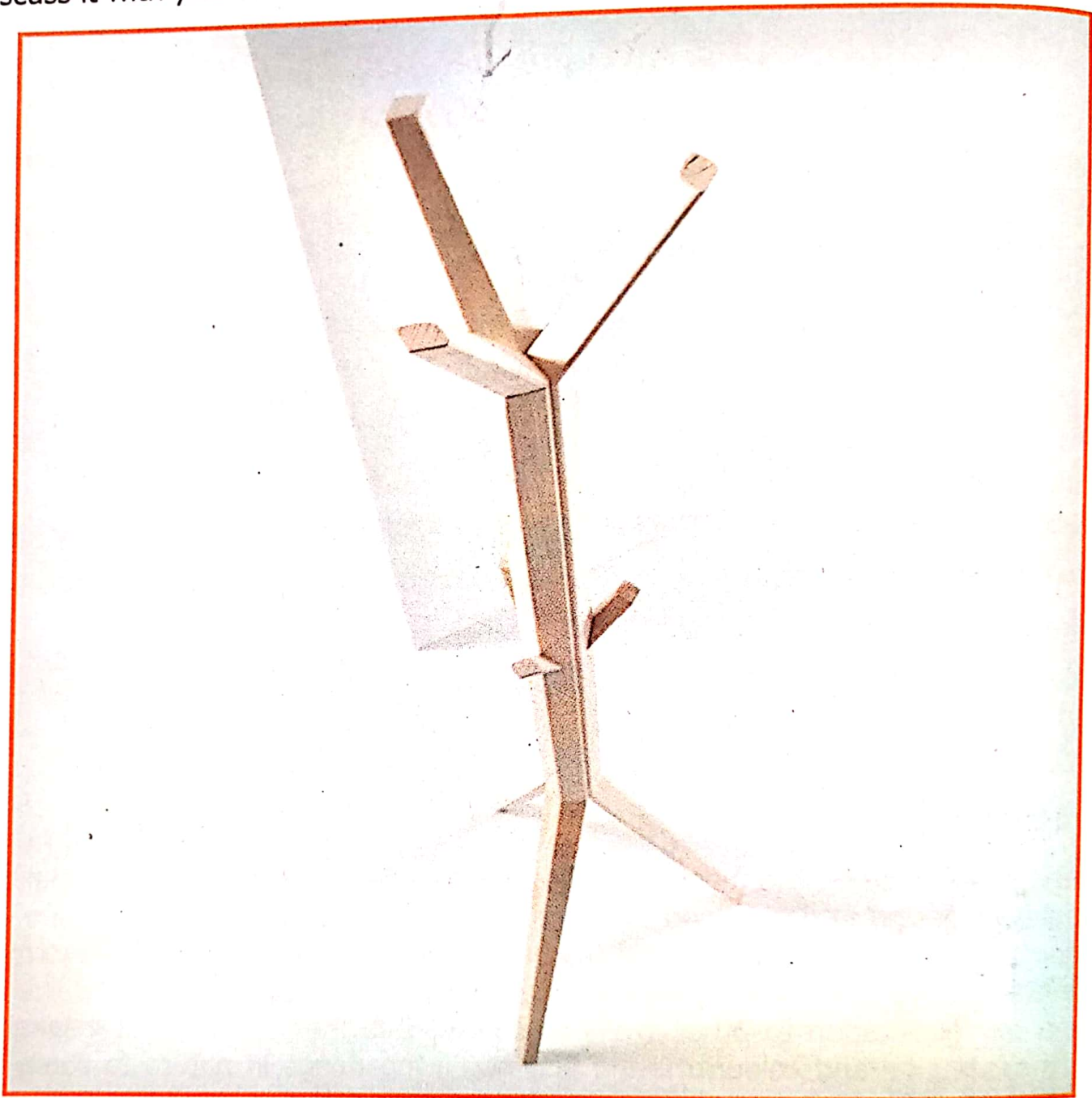
Introduction

In Basic 7, you learned the meaning of design. You also studied some elements and principles of design in nature and in the man-made environment. In this lesson, we are going to explore the natural and man-made environment to find out how man-made designs are influenced by nature. You did that too in Basic 7 but here, we will expand our exploration to other areas of nature. Designers usually get inspiration from the beautiful and colourful living and non-living things in nature to come out with their designs.

What are some of the beautiful things in nature that you admire so much? Have you ever thought about how you can use those beautiful natural things to design something?

Let us look at how designers in different fields have used nature or things in nature to come out with unique designs for the society.

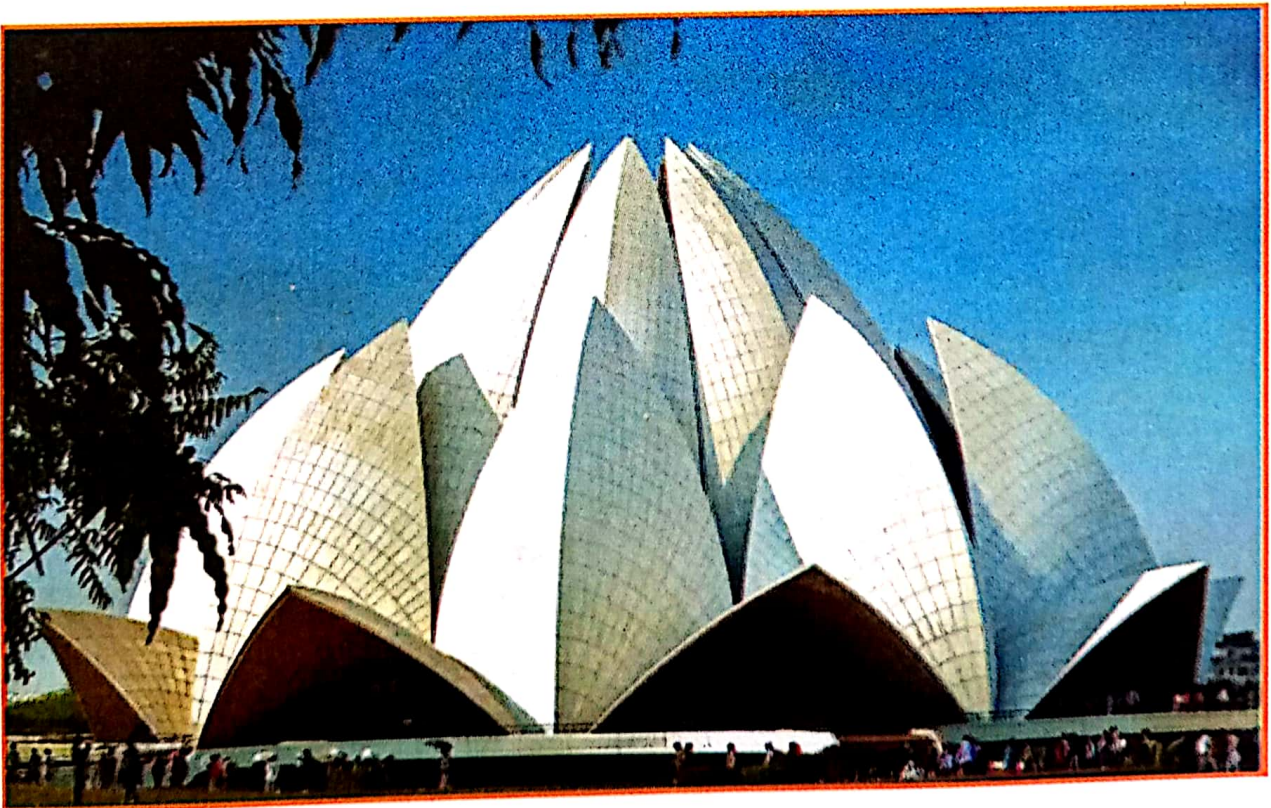
What do you think the picture below is? What in nature does it resemble?
Discuss it with your friends.



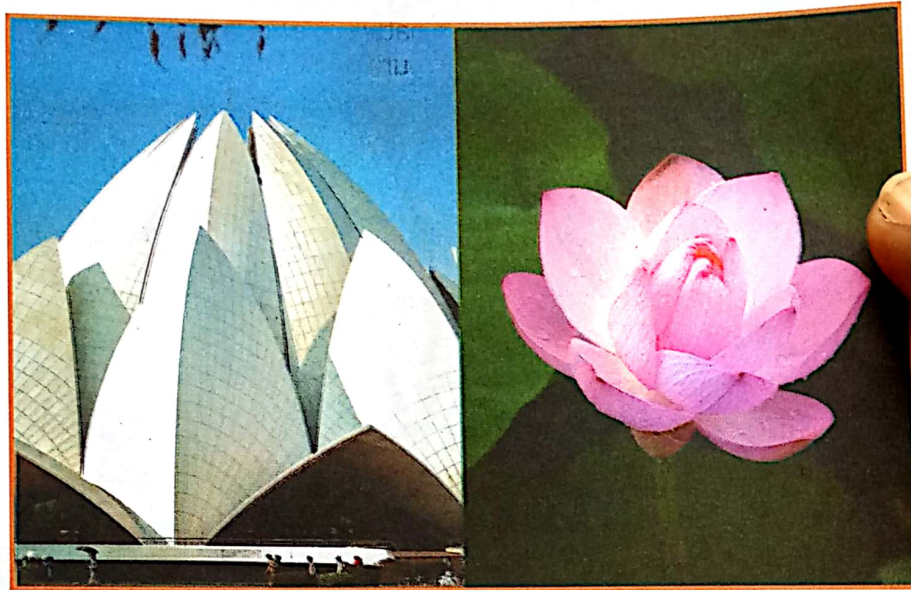
It is a coat rack where you can hang your coat or other clothing. It is inspired by the dried branches of a tree, it reflects the colours of the dry season. The dry nature of the tree branch can be seen in the design of the coat rack. Both the texture and colour of the branch are reflected in the design. Look at the dried tree branch which inspired the coat rack on page 4.



Let us look at the design of the Lotus Temple which is found in New Delhi, India, for instance.



It is one of the most visited places in the world because of its unique design. It is inspired by the lotus flower. See how the lotus flower reflects the Lotus Temple in the following picture. Is it not beautiful?



Again, the design of the front-view of Esplanade Theatre in Singapore, for example, is influenced by the semi-rigid skin of the durian (fruit) which is covered in thorns to protect its inner content. The building's exterior adjusts throughout the day to allow sunlight in without overheating the space. Is it not beautiful? The colour and texture of the natural object and the design of the theatre are similar and interesting to admire.



Activity 1:

In groups or individually

1. Take a community
2. Pay attention to the details and observe.
3. Make sure you have a clear understanding of the modern design.
4. Discuss with the group about the modern design.
5. Sketch the design.
6. Think about how you can improve it.

Activity

With the inspiration of natural design from nature

Make preliminary sketches

EXPLORATIVE ACTIVITY

Discuss with your group

NB: You can also observe and draw inspiring nature.

Activity 1:

In groups or individually:

1. Take a community walk to observe nature.
2. Pay attention to the texture and colours of the natural things you shall observe.
3. Make sure you have your sketchpad with you.
4. Discuss with the class how some of the elements in nature have influenced modern designs.
5. Sketch the natural things that are interesting to you.
6. Think about what those natural things can inspire you to design.
7. Record your thoughts and ideas in sketches for class discussions.

Activity 2:

With the inspiration drawn from the environment make a composition of a new design from nature.

Make preliminary sketches first and further develop them into your own designs.

EXPLORATIVE ACTIVITY

Natural objects such as trees animals, plants and many others have been the source of ideas for most artists.

Take a walk around your environment: observe the textures, colours and shapes of nature. You can also watch videos or photographs. Note the similarities between the natural objects and modern designs.

Discuss with your friends the importance of nature in design.

NB: You can also organize an excursion to interesting tourist sites to observe inspiring nature.

PRACTICAL ACTIVITY

We have observed some designs in nature. It is now time to make some designs from our observation.

Choose one of the natural objects and recreate the designs to get a new one.

Example: A crocodile scale can be used to produce a nice texture effect for a modern wallpaper.

Reflections

Please do the following:

1. Share how you feel about the lesson with your classmates.
2. Make the list of things you like about the natural things you observed in Activity 1.
3. What designs or products can you get through those natural things you saw?
4. What other experience do you want to share with your friends?

Lesson 2: Available Manual Tools and Materials for 2-D Drawing, Shading and Colouring

Learning Outcomes:

Learners are to:

- Explore manual and digital tools for 2-D drawing, shading and colouring.
- Experiment manual and digital tools and materials in various techniques of 2-D drawing, shading and colouring.
- Create own designs from lines, simple shapes and forms.
- Exhibit the designs for appreciation.

Vocabulary: 2-D drawing, experiment, techniques

Introduction

In basic 7, you explored manual tools for **outline drawing**, shading and colouring. In this lesson, we shall be looking at available manual tools and materials for **2-D drawing**, shading and colouring. We shall also experiment those tools and materials in various techniques for 2-D drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising. We will then exhibit our created designs for appreciation.

2-D drawing is a drawing which shows two dimensions of a 3-D object or real life objects. 2-D drawings are more detailed than outline drawings. It is considered flat because it is only length and breadth. The subject can be a portrait, a still life, abstract or interior viewpoint.

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

The dry media includes pencil, crayon, charcoal, chalk and pastel.

The materials and tools that we chose for drawing and colouring are very important. The connection between quality art materials and quality artwork is evident.

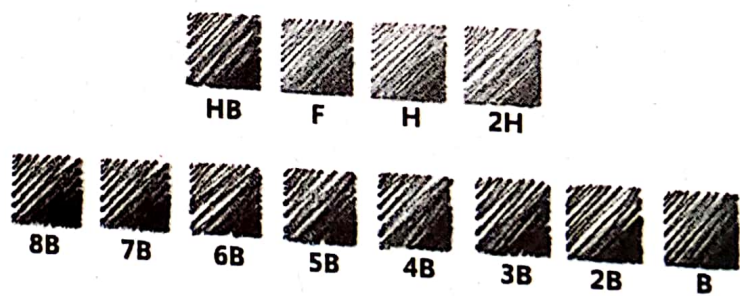
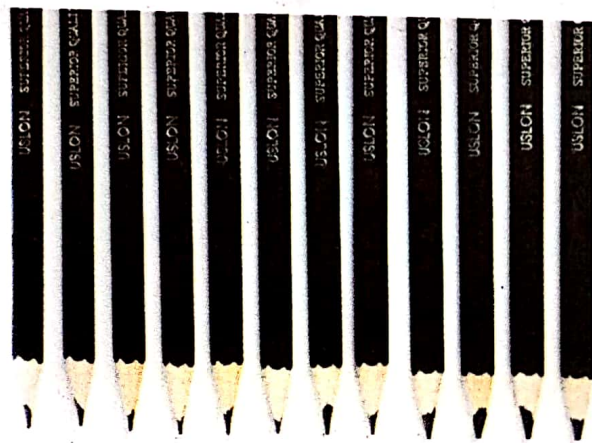
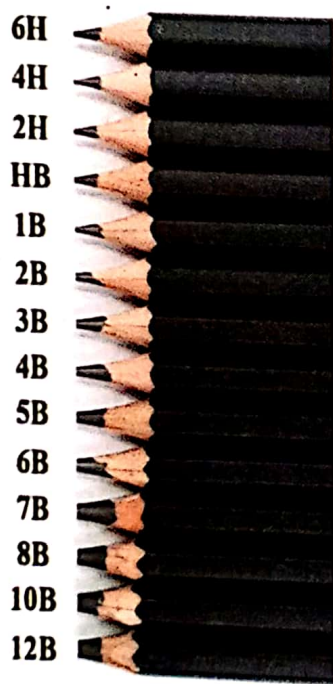
If you are starting to get serious about your artwork, no matter what age, you may also be starting to get serious about the materials that you use.

In this lesson, we will discuss some essential drawing materials and tools for learners

1. Quality Drawing Pencils

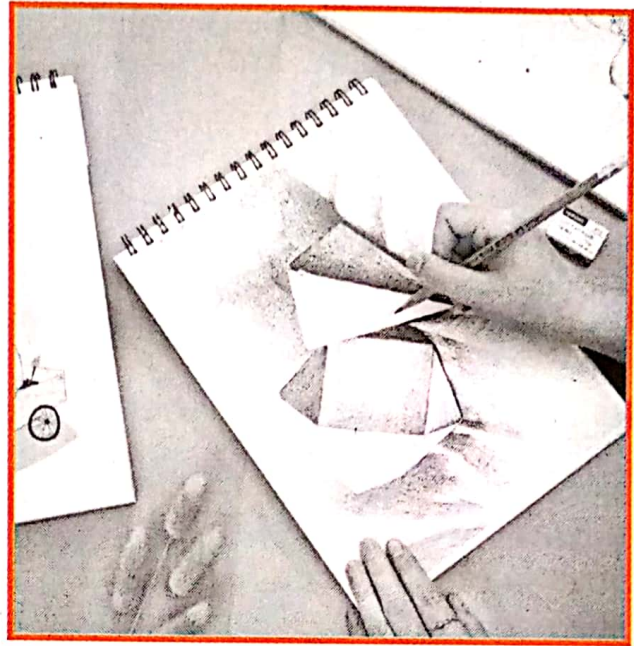
Pencils are the most obvious essential drawing tools. When it comes to drawing pencils each learner will find a brand that they connect with. There's no way to know which brand will become your favourite until you try a few.

Many sets include pencils with harder graphite (9H) through softer graphite (6B). Harder graphite makes lighter marks and keeps a sharp tip longer, while softer graphite makes a darker mark, but needs constant sharpening. These sets give the artist the ability to work with many different values and varieties of mark.



Shades of various pencils

Other materials for 2-D drawing are the various supports (surfaces on which drawing and colouring are done) such as paper, sketchpad, cardboard, fabric, plywood, metal, etc. However, designers mostly use sketchpad, paper and cardboard.



A sketchbook is one of the most important things an artist can have.

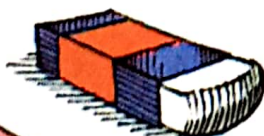
Sketchbook is a "safe" for keeping all sketches. As a learner, it is important to keep the sketchbook active and useful.

An active sketchbook is the artist's "exercise". It is the "hard work" that goes into the development of the artist and it is the breeding ground for innovative, artistic ideas. Though the sketchbook may never be seen by the world, it is the often-driving factor in successful artworks and successful artists.

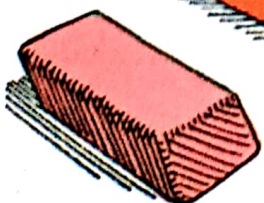
Since a sketchbook is recommended for daily practice, it is important to choose one that is durable and has plenty of pages for all of your ideas. A good sketchbook has a hardcover so that it will stand up to repeated use and travel. A hardcover keeps the corners of the pages inside nice and clean and will help keep the pages flat if you use mixed media applications.

2. Variety of Erasers

VINYL ERASER



KNEADED ERASER



PINK ERASER



GUM ERASER

We usually use erasers for unwanted pencil marks but erasers can be a great mark-making tool as well. Each eraser creates a different mark and should be used as necessary according to the specific drawing medium.

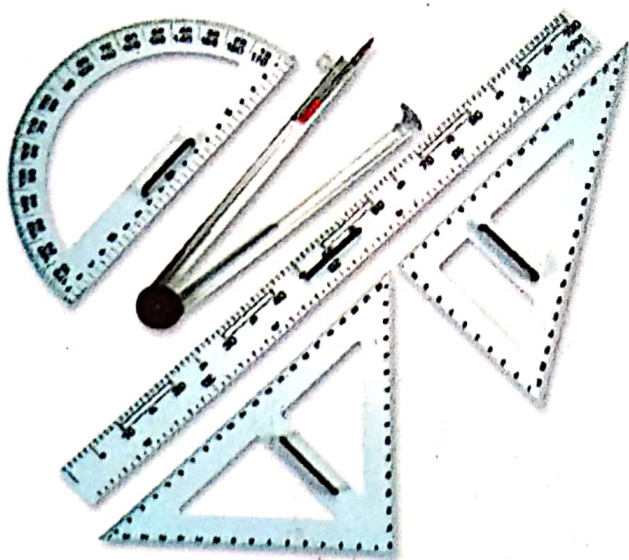
Rubber Eraser – Your standard eraser for erasing graphite. This eraser uses friction to remove any material from the surface.

Kneaded Eraser – This eraser lifts materials from the surface, instead of using friction to remove it. It can be pulled and fashioned into different forms to create specific marks. This eraser gets dirty over time, but can be cleaned by pulling and “kneading” it.

Gum Eraser – This eraser is great for removing media from surfaces that are sensitive to tearing. A gum eraser removes the medium through friction, but crumbles as it does so – preserving the surface.

Vinyl or Plastic Erasers – This eraser is the toughest of the bunch. It can erase almost anything. But be warned – this eraser can tear the paper if you are not careful.

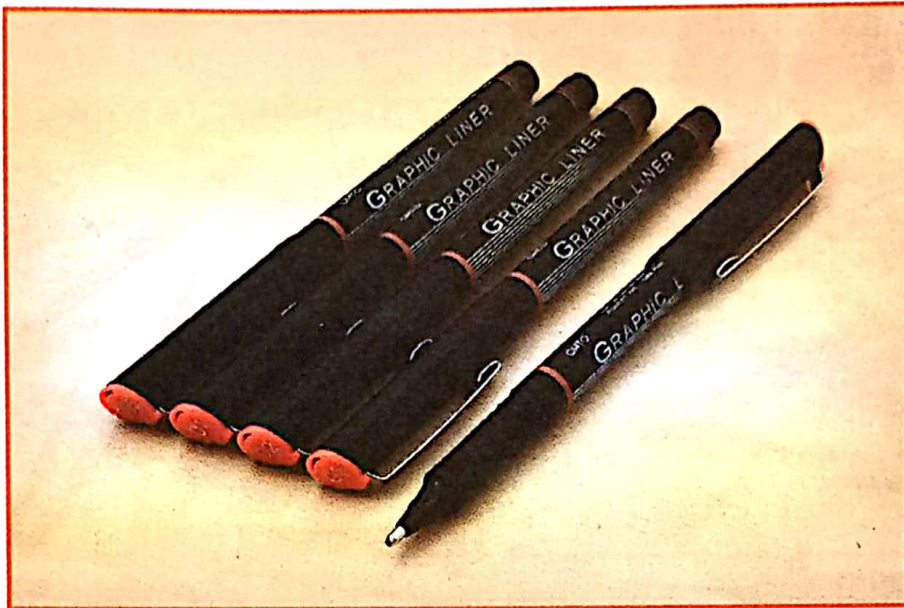
3. Curve Templates , Setsquares and Compasses



Artists create curves using irregular curve templates made of clear rigid plastic. They draw circles and portions of circles called arcs with an adjustable compass and calculate angles from 1 degree to 180 degrees with clear plastic protractors.

The setsquares are used to draw straight angles and lines.

4. Technical pens



The technical pen is an absolute must-have when it comes to technical drawing because it is a high-precision drawing device. It can be refilled with cartridges. Technical pens are available in different widths, so the perfect one can be found for using specific stencils.

An important thing to note when using technical pens is that they must be emptied and cleaned out when not in use for longer periods of time, otherwise the technical pens will not write anymore. Simply let water run through the pen and give it a good shake for a thorough clean. This process should be repeated as many times as it takes until the pen no longer leaves any ink behind on paper.



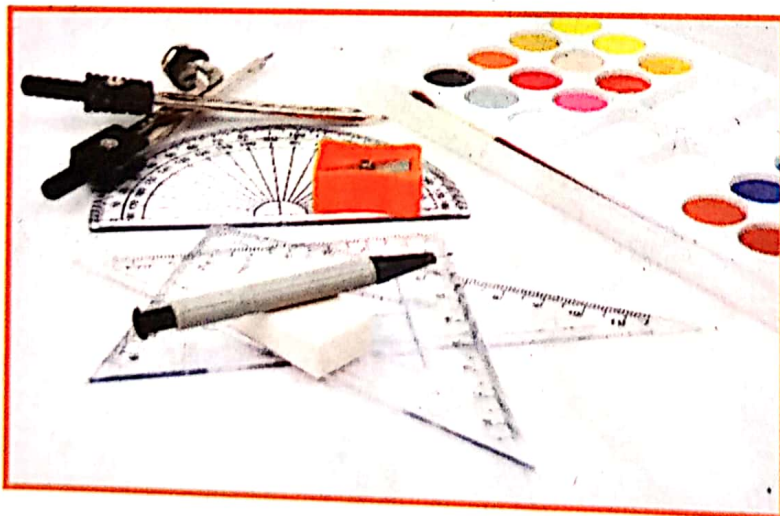
The wet media for 2-D drawing and for shading and colouring are ink, India ink ballpoint pens, felt pens, markers, variety of paints (acrylic, water colour, tempera, poster, oil).

Below are some of the wet media:



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

Equipment such as easel, drawing board, T-square, compass, set square and palette are used in executing outline drawing, shading and colouring.



Now that we have explored the various tools and materials, we will experiment on how to use them to create designs from lines, simple shapes and forms for sharing and appraising. To do that, we will watch Youtube videos on drawing, shading and colouring to help us.

The title of the video is "Start Drawing: PART 1 – Outlines, Edges and Shading". The link to the video is <https://www.youtube.com/watch?v=OezMavBqWXc>. The video is broken into parts. Once you get the Part 1, you will be directed to the other parts.

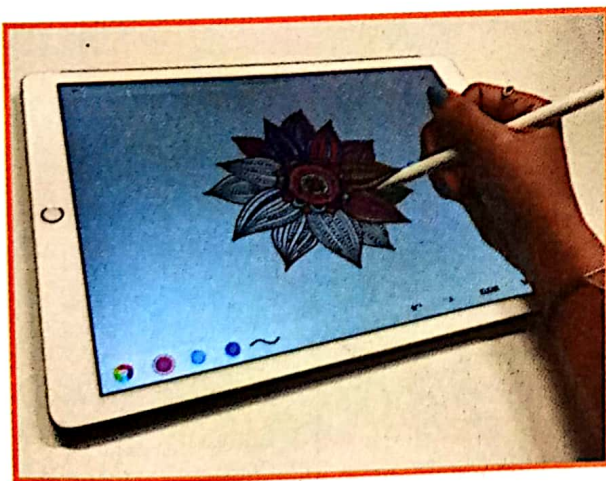
Your CAD teacher will guide you to stage an exhibition to showcase the drawing, shading and colouring works you did by watching the Youtube videos. Through the exhibition, you and your classmates will appreciate the work and feedback will be provided for you to enhance on your drawing, shading and colouring.

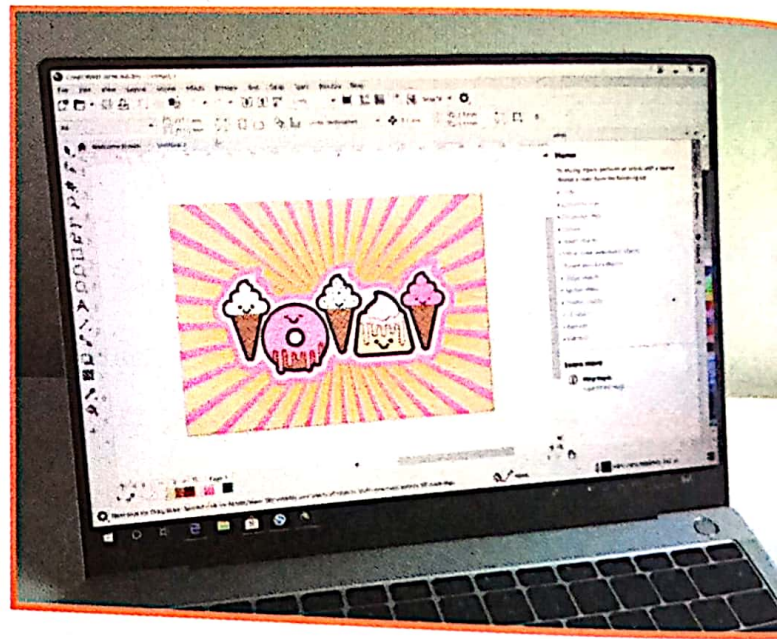
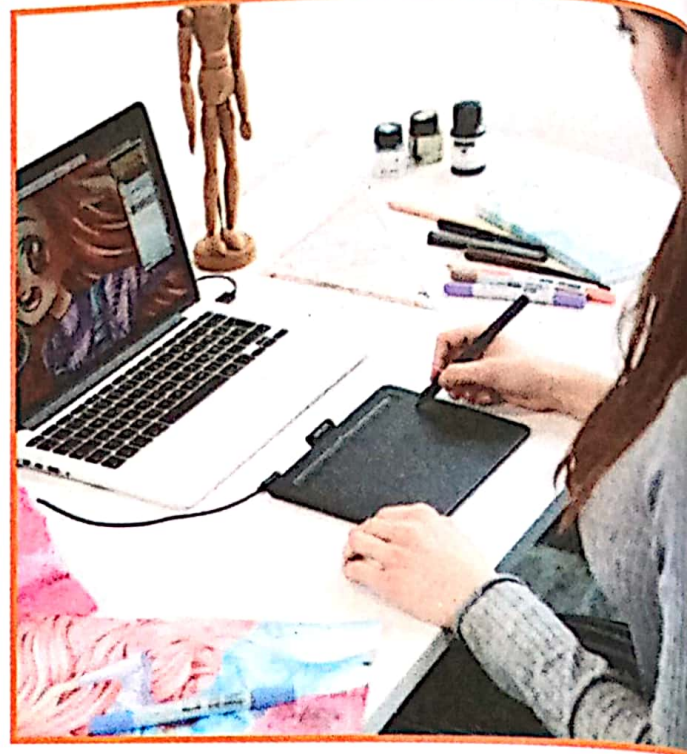
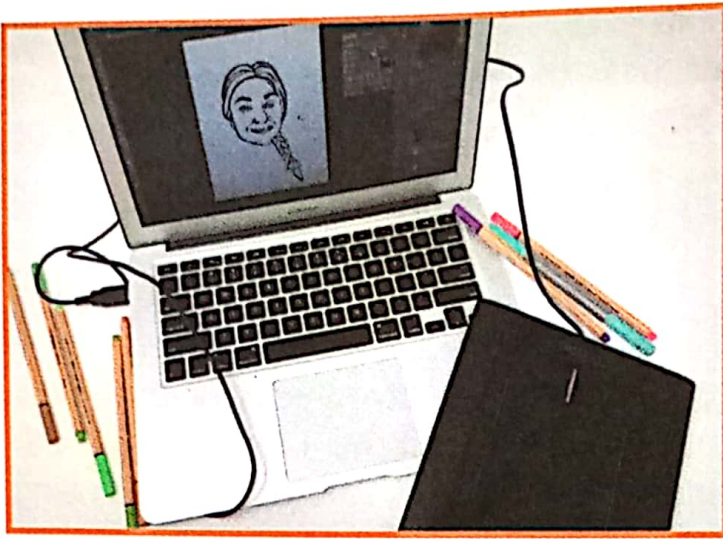
Digital Drawing Tools

In Basic 7, you explored digital tools by using them to come out with outline drawings. In this lesson, we are going to explore the same tools by using them to come out with 2-D drawings. This means that we will be adding more details to the drawings using digital tools than we did in Basic 7. We learned that digital drawing tools are computer-based devices and applications that are used to draw, shade or colour objects just like the manual tools do.

These tools can be smartphones, tablets, laptops, desktop computers with sketching software preinstalled, or ipads. Digital art is what you create when you sketch, shade, or colour using digital tools. CorelDraw, Illustrator, Scribble, and more programmes are some of the ones that are installed on computer hardware used for digital art. You can create art using a stylus pen on tablets and the iPad.

Describe a stylus pen. Below are some illustrations of these tools..





Activity:

Now that you know the digital devices for drawing, shading and colouring, you will have to experiment how to use them to create designs with elements such as colour and texture. You can watch Youtube videos on how to use the digital tools in creating designs.

Having created your designs using the digital tools, your CAD teacher will help you and your classmates to exhibit them for appreciation, appraising and feedback.

EXPLORATIVE ACTIVITY

Gather some manual tools and materials. You can get pencils of different graphite (Eg.: two hard graphite and two soft graphite).

Also, gather some varieties of erasers.

Ask your friends to bring some technical pencils, charcoal and digital tablets for practise. Prepare the tools and materials for the next activity.

PRACTICAL ACTIVITY

With your tools and materials ready; practise some strokes or lines in your sketch book. Make different widths of strokes (from thin to thick).

Use the strokes to create a pattern by repeating them.

Show the design to your class for appreciation.

NOTE: You can share tools and materials with friends to get a variety of strokes.

Practise with digital tools and print the designs for appreciation.

Lesson 3: Creativity, Innovation and Design

Learning Outcomes:

Learners are to:

- Reflect on the key differences between creativity and innovation.
- Explore creative and innovative design products in the society.
- Evaluate how design products solve specific problems in our society.

Vocabulary: creativity, innovation, evaluate, artefacts, surveying

Introduction

In Basic 7, we explored the differences between creativity and innovation.

In this lesson, we are going to reflect on the key differences between creativity and innovation. Let us try to recollect the definition of each term as they are applied in design and then go further to discuss the key differences.

Definition of Creativity

The ability to come up with new ideas, come up with alternatives, and think about solutions and possibilities in a special and different way is known as creativity.

To put it another way, creativity is the capacity to think up something unexpected, distinctive, and original. What is conceived needs to be expressive, thrilling, and imaginative. The ability to think clearly in any circumstance is reflected in one's creativity.

Creativity can be inherited, but it can also be cultivated if someone continues to learn and perceive the world in their own special and distinct way. Brainstorming and mental blogging are key components of creativity since they require a person to think outside the box in order to produce something fresh and valuable. It involves revealing something that was previously concealed.

Definition of Innovation

Applying new concepts to produce something of value for society's benefit is what is meant by innovation. Some claim that innovation is the pursuit of better and more intelligent ways to accomplish tasks.

So, innovation could be the introduction of:

- New technology
- New product line or segment
- A new method of production
- An improvement in the existing product.

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

Key Differences between Creativity and Innovation

The main difference between Creativity and Innovation is that creativity refers to something imaginative or new ideas. Innovation refers to introducing something new and unique to existence. Creativity means to generate new ideas, while innovation means to accomplish those creative ideas. Creativity does not consume money, but on the other hand, innovation does consume money.

Innovation can be risky, but creativity is not at all risky as it's just an idea. Creativity is when a potential mind is being released to conceive new ideas. On the other hand, innovation can be measured fully. This is about using a way to introduce change into nearly a balanced order. To make an innovation one will require a certain amount of work to make the idea real.

Let us recollect the following scenario in Basic 7 to be able to understand the difference between creativity and innovation much better.

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

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

EXPLORATIVE ACTIVITY

Let us now apply our knowledge of creativity and innovation to evaluate how the design products in figures 1-6 solve specific problems in our society. Your teacher will guide you to do that.

How do the following products solve specific problems to human beings?



Fig. 1



Fig. 2

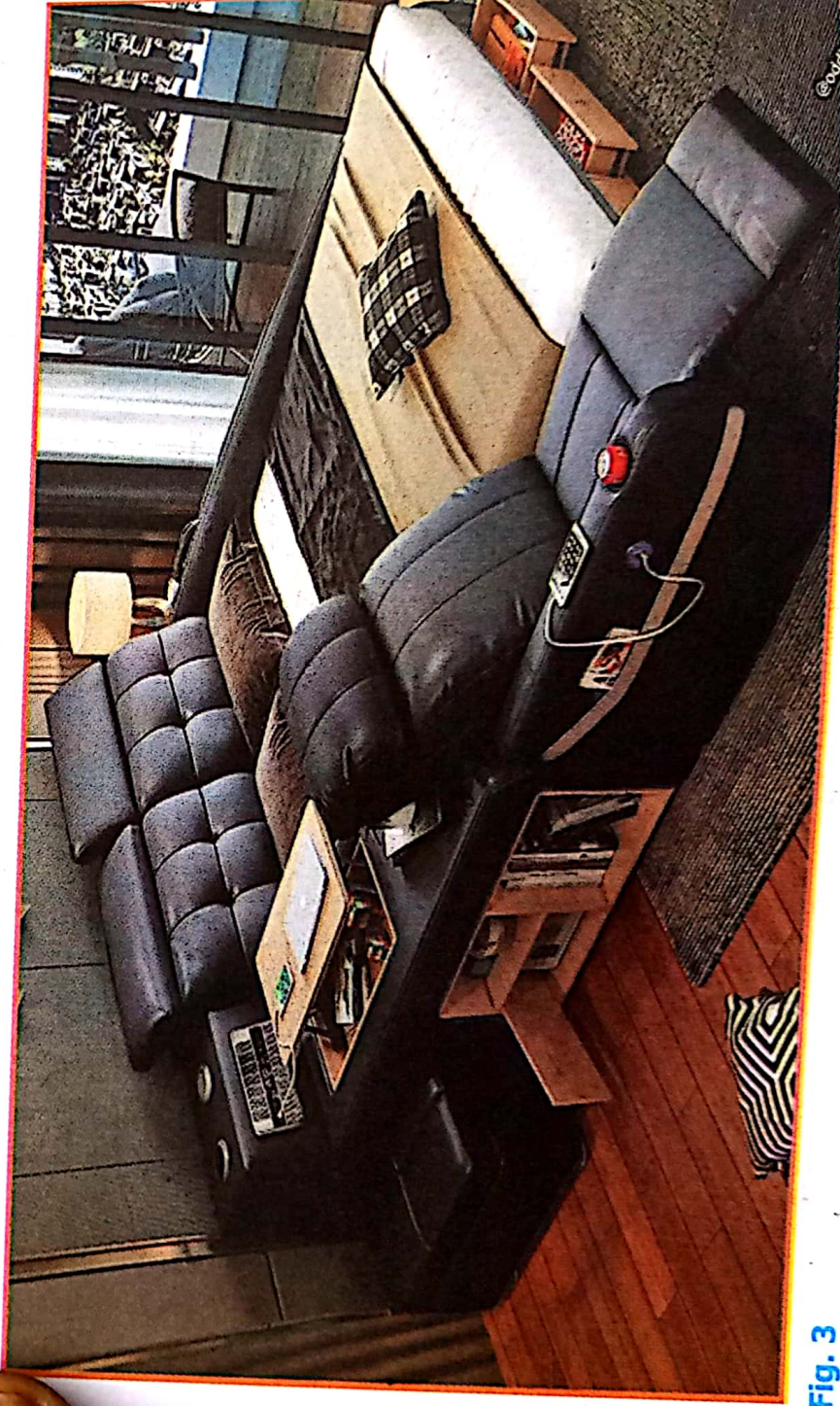


Fig. 3

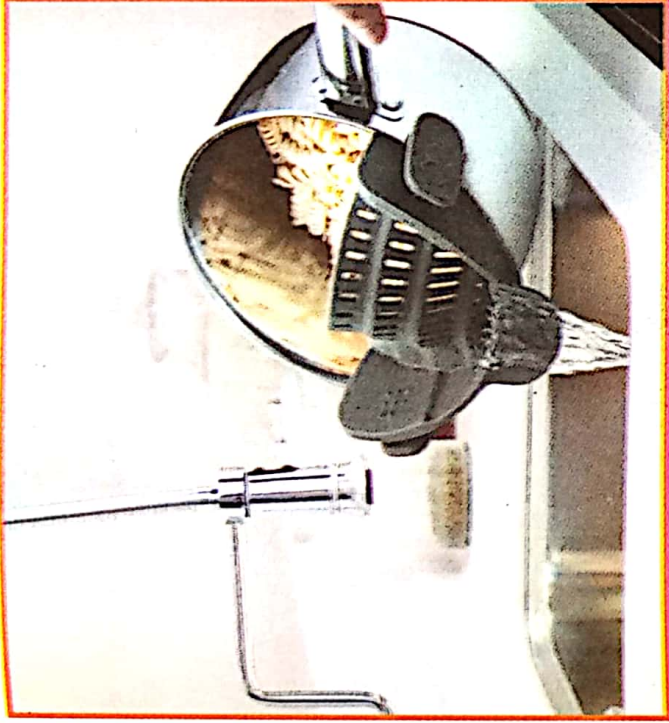


Fig. 4

Fig. 5



Fig. 6

PRACTICAL ACTIVITY

By surveying artefacts or design products available in our communities, we are going to examine and report on specific challenges associated with their design. Individually or in groups, take a community walk to find out design products that have specific challenges and illustrate in your sketchpad how you can address them.

For instance, what specific challenges do you think the design product below have? It is made in such a way that you always have to bend down to use it. Can't we make the handle to be adjustable so that you can adjust it if you are tired of bending down, you can adjust it and be standing while using it? Also, can't we make the handle soft to protect our palm from pain and bruises?



Learning Outcome

Learners are to:

- Explore tools drawing
- Identify

Vocabulary

maintenance

We drawing, w their uses. Some brush, pastel, eraser

Exercise

1. In your own understanding, explain the meaning of creativity.
2. What is innovation?
3. What is the difference between creativity and innovation?

UNIT 2

MEDIA AND TECHNIQUES (Visual Arts)

Learning Outcomes:

Learners are to:

- Explore tools and materials for drawing from memory and imaginative drawing.
- Identify ways to care and maintain tools and materials.

Lesson 1: Tools for drawing from memory and imaginative drawing

Vocabulary: drawing from memory, imaginative drawing, care and maintenance

Introduction

In our Basic 7, we identified tools, materials and equipment for still-life drawing. We also used them in still-life drawing. In drawing from memory and imaginative drawing, we use the same tools, materials and equipment. Let us recollect them and their uses. Some of the tools, materials and equipment are charcoal, pencil, crayon, brush, pastel, eraser, drawing board, etc.



Care and Maintenance of Drawing Media

There is the need to care and maintain the tools, materials and equipment for drawing to improve their effectiveness and to make them last long. There are many ways of caring for the tools and materials for drawing. Some of these are:

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

Lesson 2: Exploring tools and materials for weaving

Learning Outcomes:

Learners are to:

- Explore tools and materials for weaving.
- Find out the importance of weaving.

Vocabulary: weaving, functional objects, woven products

Weaving

Weaving is the art of using groups of threads, or any other material such as sticks, grass, thin metal (wires) to make necessary binds for constructing useful objects like textiles (woven from threads). Mats and baskets can also be made by using grass.

Through weaving creative artists produce fabrics and other functional objects such as baskets, furniture and architecture. Almost all of the above mentioned can be made with twines of smooth muscle fibres such as sets of yarn, reeds, grasses, prepared bamboo, palm leaves, drinking straws and pine needle (leaves).

Weavers use threads spun from natural fibres like cotton, silk, wool and synthetic fibres such as nylon and orlon. Apart from that, thin narrow strips from any flexible material can be used for weaving. People learned to weave thousands of years ago using natural grasses, leafstalks, palm leaves and thin strips of wood or sticks and strong tendril plants.

From this we can understand the history of weaving and some feasible ways of producing functional woven objects from various natural and man-made materials.

A number of strings can be joined into a rope. Sisal is used for weaving straps for bags and for tying animals. Sisal in Kenya is used to make mats, cushions, mattresses and baskets. In another way, strings of sisal, yarn or any other obtainable weaving material are sometimes enhanced with colouring dyes as a way of decorating the vast range of woven products.

In many parts of Africa, weaving has also been done for architectural purposes like constructing surrounding homestead barriers or fences. Weaving is also used for building shelter walls with materials like reeds or canes and wooden sticks (wattle-and-daub), tied with well-made strings obtained from tree barks, to support loads and packs of wet clay or mud. On the roof of a house/hut, grass is firmly thatched to cover and protect occupants from bad weather such as rain.



Weaving

Importance of weaving and woven products

Generally, the large size woven basket is used for carrying farm produce like maize, vegetables and flour. And the small sizes are used to keep and to carry little personal belongings of women.

In view of all these, let us learn more about uses of weaving:

- Weaving can be used to organise large groups of people for social activities in schools.
- By carrying out weaving, we hold back from some habits of frustrations and boredom.
- Weaving is a source of income. Fabrics, mats, nets, trays, baskets and hats can be woven for sale.
- Most importantly, fabrics woven cover or shield our bodies from bad weather. As a result, we attain a healthy living.
- Weaving is a significance of fashion; it is the origin of utility bags and textiles. Generally, such woven items are also made to depict popular trends.
- Woven fences are used for protection and to prevent escape. They also provide wall supports for home shelters.
- Weaving is an interesting vocation.

Materials Suitable for Weaving

Media refers to the materials used in the production of artefacts. The materials used in indigenous weaving in Ghana are:

1. Grasses and sedges

Guinea grass and rushes are plants that provide raw materials for developing creativity in schools and colleges in Ghana. Guinea grass is used for making hats, bags and baskets. Guinea grass stalks are twisted by local Ghanaian craftsmen to render the otherwise brittle stalks flexible.

After this twisting, the stalks are used for making shopping baskets, hats and fans. Again cyperus reed (cyperus articulatus) that is found growing in marshy plains in the coastal parts of Ghana is a useful material for making mats.

2. Banana and pine

Both banana and pineapples are used in the then Ghana. The banana plants are beaten, making articles such as baskets.

3. Sisal and pineapple

Sisal and pineapple cordage fibre used for making baskets. Sisal is also a substitute for all cordage because it is used in the production of baskets.

4. Corn husks

Corn husks are used for making baskets, mats and cloths. Dried corn husks are used for making baskets, doormats and mats.

5. Bast fibre

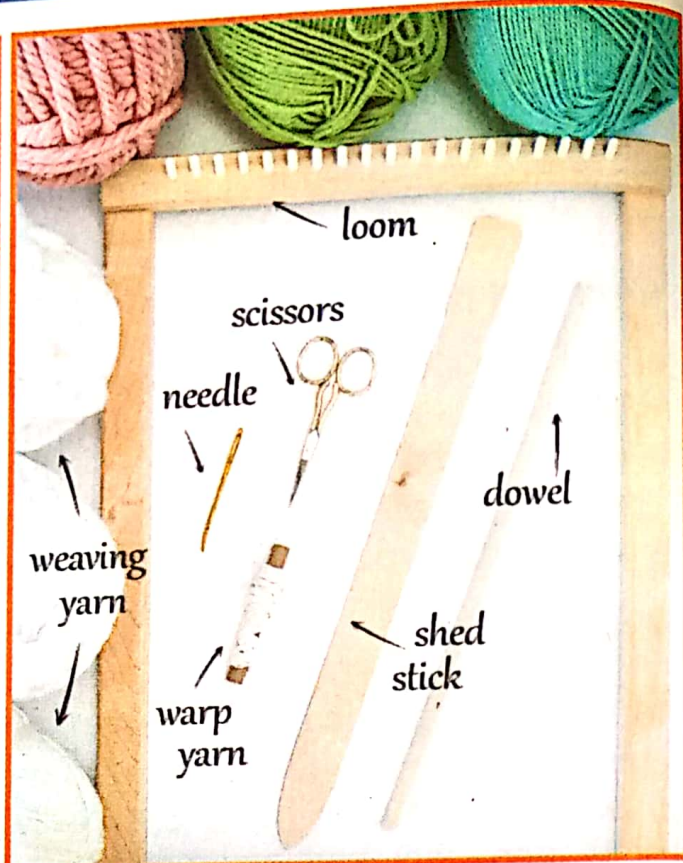
Bast fibre is used for making baskets, mats and cloths.

Oil palm trees and palm, is used for making baskets and ceremonial items. The raw materials obtained from the leaves of the palm are used for making baskets, mats and cloths.

7. Rattan and bamboo

The commonest raw materials for making baskets, mats and cloths are heavy-duty and durable.

Raw materials for making baskets, mats and cloths are widely used across the country. These resources are used for making baskets, mats and cloths.



Some weaving tools and materials

Weaving Tools

Swing needle: This helps to split guinea grass stalks for stitching and sewing.

Cutlass or machete: This is a handy household tool for heavy cutting. It is used for fetching raw materials from the bush and for cutting hard or heavy raw materials.

Jack knife, kitchen knife, paring knife or utility knife: These are generally used in cutting materials to the required sizes and shapes.

A pair of scissors: This is handy tool for light cutting and clipping.

A pair of round-nosed pliers: This is used particularly in basketry for giving canes a sharp bend without breaking them. Pliers are also used for pushing a cane through a restricted passage during weaving.

An awl or bodkin: This tool is used in piercing holes through fabric, leather and other soft materials. It is also used in enlarging passages during cane weaving.

Sandpaper, glass paper or sandpaper leaf: These are used for smoothening canes and other woody materials that need abrasives smoothening.

Broken shell glass: It helps to scrape the outer surface of canes.

Rubber pad: A sheet of soft rubber material, such as the kind used for the sole of traditional sandals or slippers or rubber tyre, secured to the top of a working table or desk makes it easy to roll grass stalks.

EXPLORATIVE ACTIVITY

Consider the following activities with your friends.

1. Move around your local environment; look for some tools and materials for weaving. Look for threads, grass, corn husk, palm leaves, scissors, cane, etc.

Note: Be careful with sharp tools.

2. Explore with the materials; bending, twisting, knotting or breaking.
3. Look on the internet or magazines or in your local community for some examples of woven objects. Discuss the importance of the woven objects with your class.

Lesson 3: Visual Arts media and techniques in Printmaking

Learning Outcomes:

Learners are to;

- Identify the major processes of printmaking.
- Explore various media and techniques in printmaking.
- Generate ideas for printmaking.
- Plan and make designs using the various printmaking techniques.

Vocabulary: printmaking, intaglio, porous process of printing

In this lesson, we shall be discussing visual arts media and techniques in Printmaking. Our main focus will be on the various techniques in printmaking.

Major Processes of Printmaking

Relief Printing

Relief is a process in printmaking in which the printing areas are raised surface and the non-printing areas are below the surface. Examples of relief printing are: a stamp, flexography and letterpress.

2. Banana and plantain fibre

Both banana and plantain yield fibres that are used in West Africa for fishing tackle, and in the then Gold Coast as sponge. The fruit peduncle of the banana and plantain plants are beaten, dried and plaited into long strips used in weaving baskets, and for making articles such as fans and mats.

3. Sisal and pineapple fibre

Sisal and pineapple leaves are sources of fibre for rope making. Sisal is an excellent cordage fibre used in the manufacturing of all kinds of ropes, twines and ship cables. Sisal is also a substitute material for rug weaving. Sisal fibre is one of the most valuable of all cordage because of its strength, ability to stretch and good affinity for dyes. It is used in the production of fancy hats and bags, as well as door mats and brushes.

4. Corn husks

Corn husks are not leaves in the normal sense. They are modified protective calyx covering the corncob. Corn husks are used as wrapper for food and for making mats and cloths. Dried corn husks can easily be dyed and plaited into rope for weaving baskets, doormats, hats and footwear.

5. Bast fibre

Bast fibre plants such as roselle, kenaf and Congo jute are grown for their fibres. Kenaf and jute can be used for the same purposes such as tying the rafters used for roof binding, for plaited ropes, hobble ropes, fishing lines and women's coiffure. Congo jute is suitable for cordage, sacking, hammocks, fishing ropes and fishing tackle.

6. Palm trees

Oil palm trees are sources of raw material for basketry. Raffia, a leaf bast of raffia palm, is used for weaving cloth, hats, hoods and bags, as well as for making ropes and ceremonial aprons. The rachis is cut up and used in weaving mats. Coconut coir, obtained from the coconuts palm, is used for making carpets, brushes and ropes, the leaves of the fan palm provide raw material for weaving mats, bags, hats and ropes.

7. Rattan and soft cane

The commonest use of the rattan palm is for basketry. Basketry are of two kinds: heavy-duty and light, fancy basketry.

Raw materials for weaving different artefacts are many in Ghana. These materials are widely used across the country for various purposes. As students, we need to explore these resources to enable us to produce variety of woven products or artefacts.

Intaglio Printing

Intaglio is a process in which the non-printing areas are on a plane surface and the printing areas are etched or engraved below the surface, examples: steel die engraving, gravure.

Porous Process of Printing

Porous procedure is a process in which the printing areas are on fine mesh screens through which ink can penetrate, and the non-printing areas are a stencil over the screen to block the flow of ink in those areas. Examples are screen printing and stencil printing.

Planography

Planography is one of the major processes of printmaking. With this procedure, the printing and non-printing areas are on the same plane surface and the difference between them is maintained chemically or by physical properties. Examples are: offset lithography, collotype, and screenless printing.

It is important to note that printmaking can be done by manual means (using hand) and by mechanical means.

Manual means of printmaking

With this kind of printmaking, we use our hands in executing the printmaking processes to get our printed products. Manual printmaking procedures include relief printing, block printing, frottage, stencil printing, block printing, direct printing, etc.

Mechanical means printmaking

There are some printmaking techniques or procedures that we use machines to do. These printmaking procedures are what we term as mechanical printmaking. Lithography, photocopy and digital printing are examples of printing done by mechanical means.

Techniques of Printmaking

Direct Printing

In direct printing we make prints by applying printing paste on the matrix (image carrier) and transferring it directly on to the substrate. The matrix or template or image carrier can be natural objects such as leaves, snail shell, human foot or palm, etc. It can also be man-made objects such as sole of footwear, rope, bottle tops, etc. These image carriers must have an interesting design already, either in relief or intaglio because the artist will not change anything on it. That is why it is called direct printing – you find the matrix and use it to print directly.

Tools and materials involved in direct printing are: printing paste or poster colour, starch, brush or foam, the matrix or image carrier, rag, substrate (paper), gloves.

Steps in direct printing

1. Explore your environment and collect variety of interesting image carriers suitable for printing.
2. If you do not have already made printing paste, you have to mix poster colour with starch to get uniform consistency.
3. Using brush or foam, apply the printing paste on the image carrier.
4. Place your substrate (paper) on a flat surface like a table.
5. Carefully transfer the inked image carrier onto the paper to register the print.
6. Remove the image carrier from the paper and allow it to dry.

Remember to put on your gloves before beginning each step.



Frottage Printing

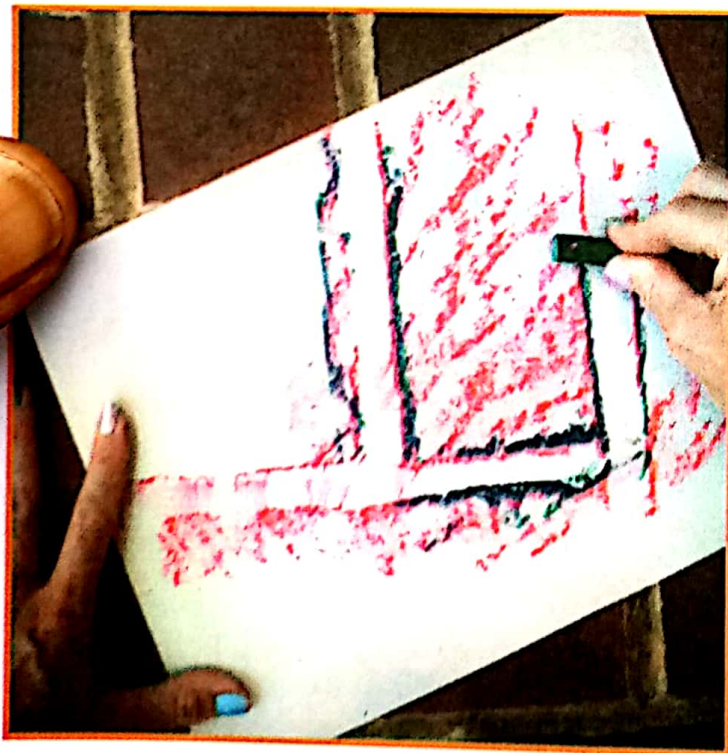
Frottage comes from the French word "frotter" which means "rubbing". It is a form of direct printing technique. Frottage printing is performed by placing paper on a textured surface and rubbing the back with dry media such as pencil, crayon or charcoal to register the design on the surface of the paper.

With frottage printing, we collect ideas from relief or textured surfaces whether natural or man-made objects. Examples of objects suitable for frottage printing are coins, bark of tree, sole of slippers, mosquito nets, etc.

Tools and materials: pencils, crayons, charcoal, textured surfaces (coins, tree barks, etc.), paper.

Steps involved

1. Explore and pick a suitable textured surface.
2. Place the paper on top of the textured surface.
3. Hold the paper firmly on the textured surface and carefully rub the surface of the paper thoroughly with a pencil, crayon or charcoal to register the textured design on the paper.



Frottage printing

Block Printing

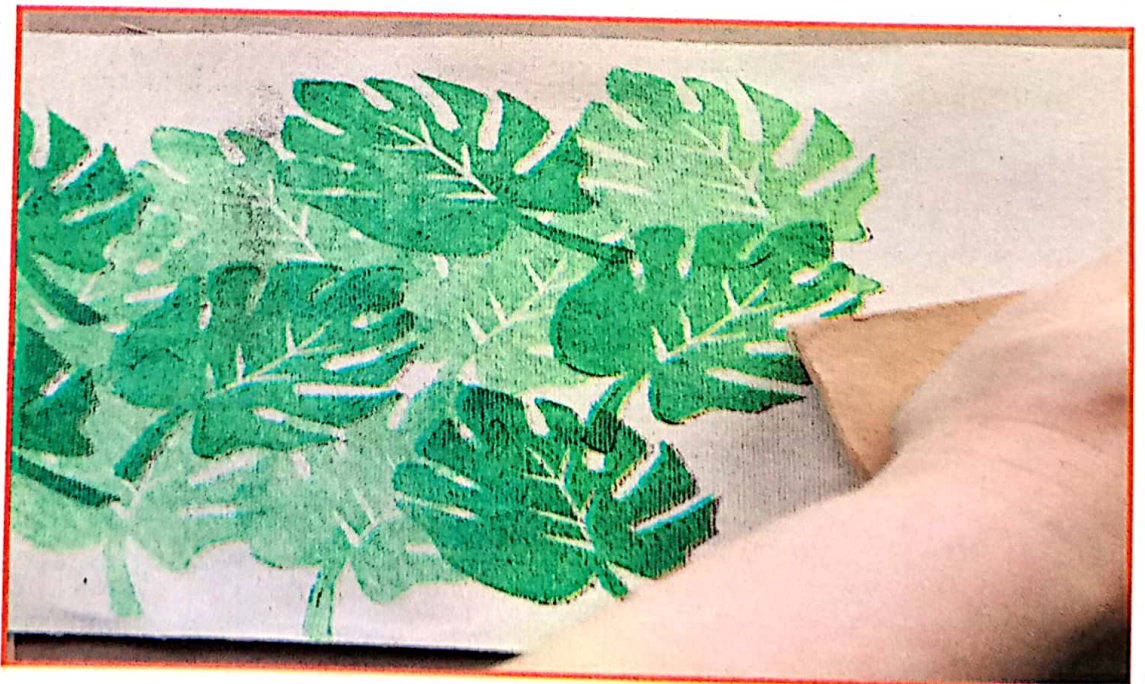
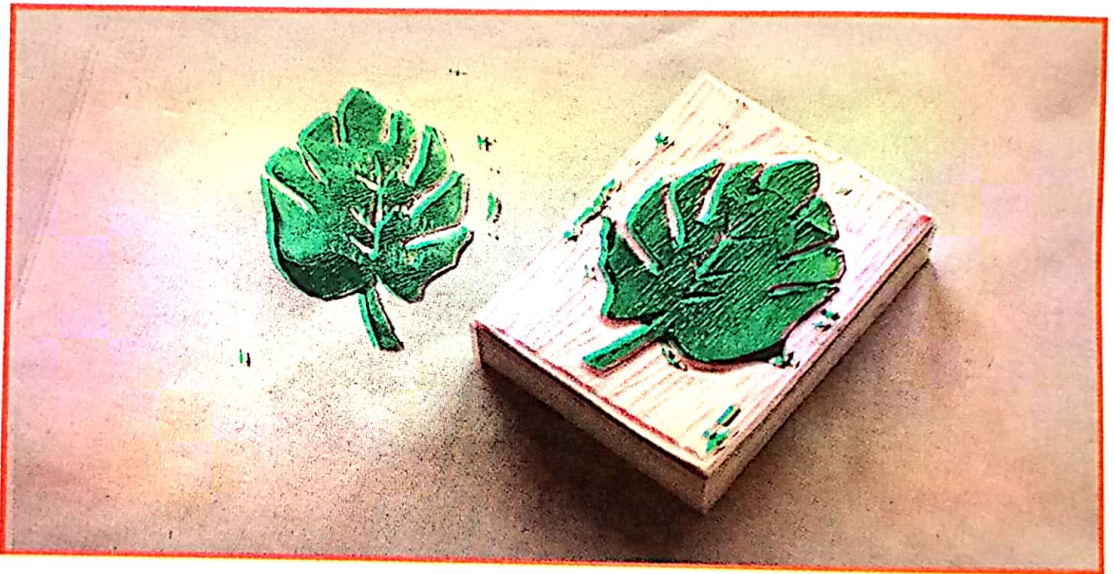
Block printing involves carving the desired pattern onto a block (mainly wood), applying ink or paste on that design, and stamping it onto the substrate like paper or fabric. While blocks could be made from stone, they were most commonly made of wood or lino. Tubers like yam or cassava can also be used as blocks for printing. To prepare a block for printing, you will first of all draw your design on the block and carve out the negative areas so that the positive areas will be raised and will be the only part that will create the impression as print. Apply printing paste to the block for printing.

Tools and materials for block printing: Printing paste or ink, pencils, tracing paper, knives, chisel, eraser, gouge, plain sheets, foam, substrate (paper or fabric), block such as lino, wood or tubers (yam, cassava).

Steps involved

1. Draw your design on paper
2. Carefully transfer the design onto the block using tracing paper.
3. Carve out the negative areas of the design.
4. Cover the surface (relief areas) of the block with printing paste.
5. Lay your substrate on a table and stamp the inked block on it to register the print.
6. Dry the printed work.





Block printing

Stencil Printing

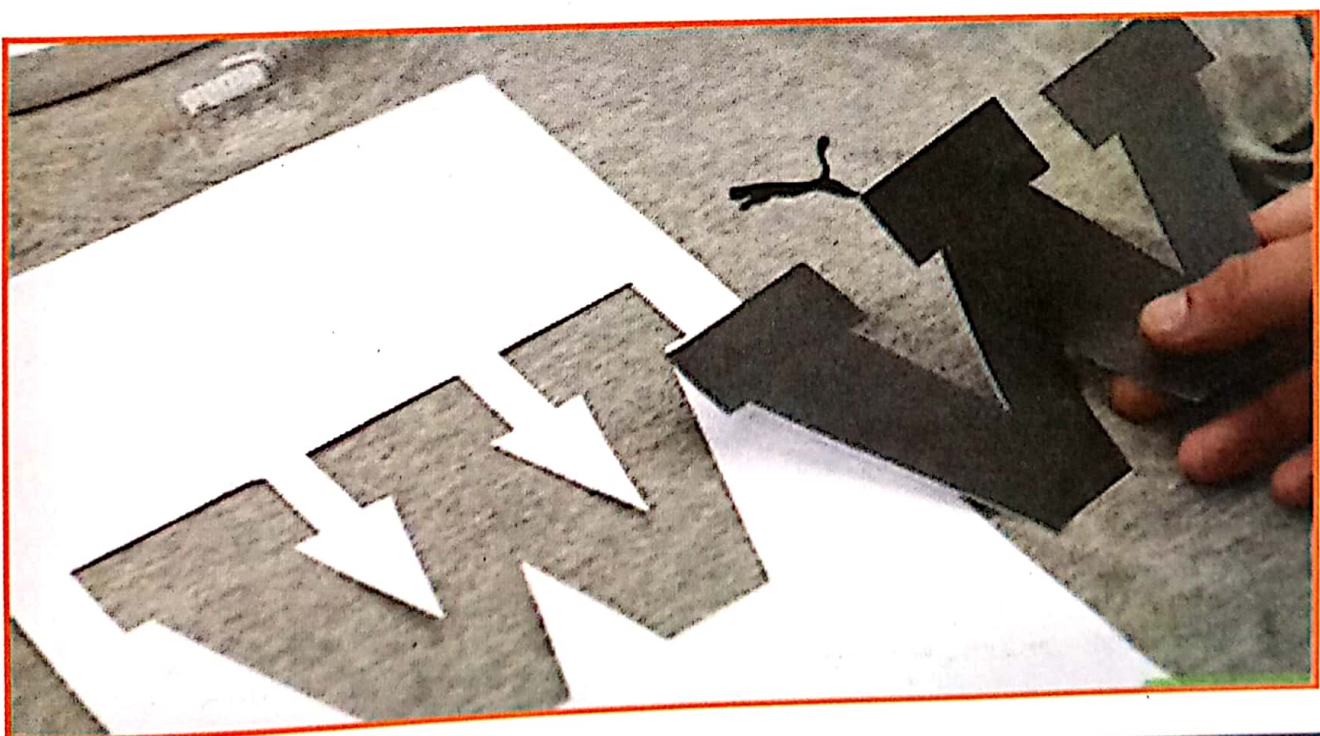
This is a technique of transferring a pattern or design by brushing, spraying, or dubbing ink or paint through the open areas of a stencil cut from cardboard, flat plastic, plywood or metal. After constructing your letters or drawing your design on cardboard or metal, the positive areas are then cut out for the negative areas to remain. The printing paste is then applied on the open areas of the stencil to register the design on the substrate.

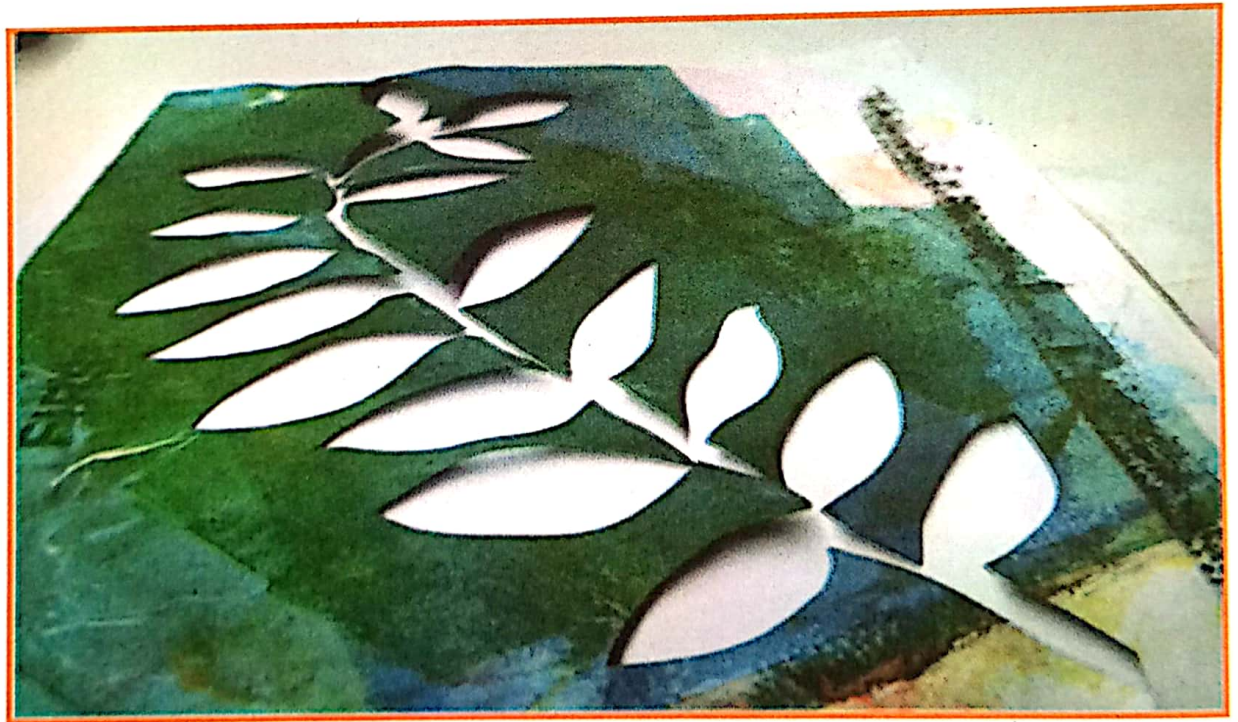
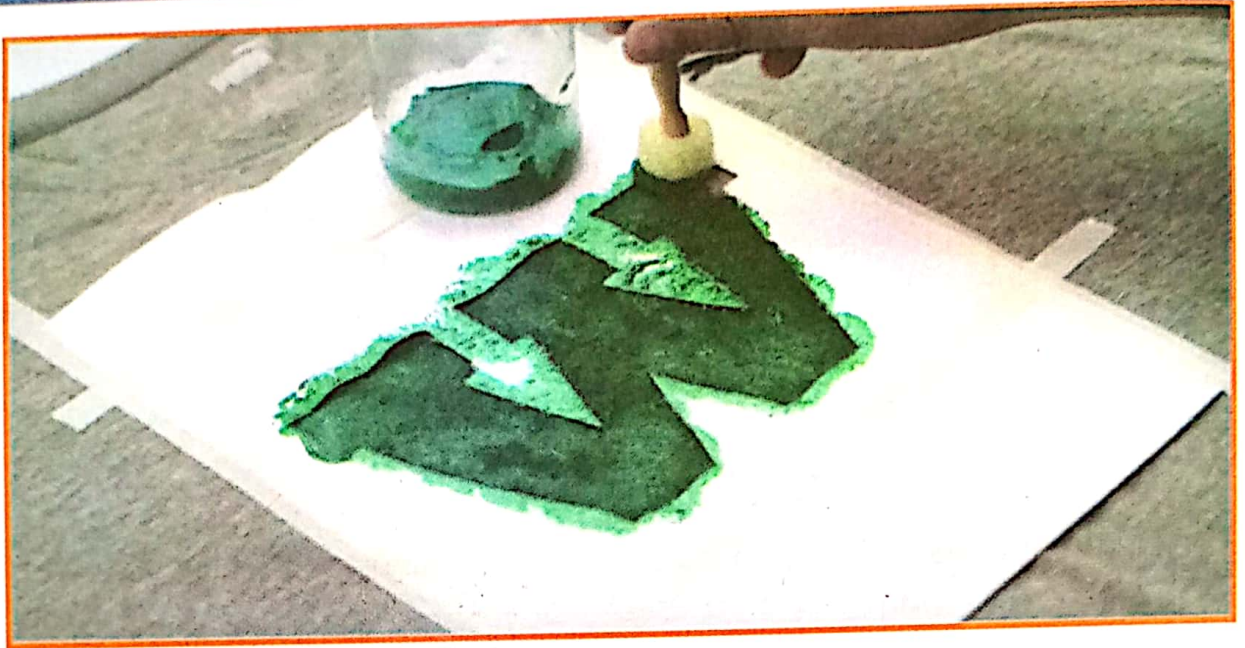
Stencil Printing Process

Tools and materials: Pencils, Eraser, Substrate, Cardboard, Cutting knife, Printing paste or Ink, Masking tape, Tracing paper, Drawing pins, Foam, Brush.

Steps involved

1. Construct your letters or draw your design on cardboard or you can trace the design.
2. Cut out the positive areas of the design with a cutting knife.
3. Place the stencil at the designated area on the substrate.
4. Hold firmly the ends of the stencil with the help of masking tape or drawing pins.
5. Apply the printing paste or ink with the foam and gently dab the cut out areas of the stencil.
6. Gently remove the stencil to register the print.
7. Allow the print to dry.





Activity:

Your teacher will guide you to practise the various techniques of printing.

EXPLORATIVE ACTIVITY

A TRIP TO A COMMUNITY PRINTING SHED

Organize a trip to a community printing shed with the help of your teacher. Observe, take videos and pictures of the techniques used in printing (Stenciling, Screen Printing, Work Printing, Direct Printing).

Ask questions about the tools and materials used to make the prints.

Inquire about some challenges faced when printing with the techniques.

Kindly ask the printmaker if you can partake in any of the process so you can explore the tools and materials used.

PRACTICAL ACTIVITY

Replay the videos you took on the trip.

Look for local tools and materials that can be used in printmaking.

Working in groups; select one of the print making techniques. Eg. Stencil printing, Block printing, Direct printing.

Prepare your tools and materials and compose a pattern with the chosen print technique.

Exercise

1. Explain the major printing processes.
2. What is the difference between block printing and stencil printing?
3. What is mechanical printing?

UNIT 3

MEDIA AND TECHNIQUES

Music (Performing Arts)

UNDERSTANDING AND APPLYING CONCEPT OF TEMPO, DYNAMICS AND SIMPLE FORMS

Learning Outcomes:

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

1. Explain the meaning of tempo and its application in music
2. Explain dynamics and how it can be applied in music
3. Identify simple forms in music

Introduction

You have already been introduced to the basic tools in music in Book 7. This chapter will introduce you to more about tempo, dynamics and simple forms in music and how we can apply them in our music creations.

Lesson 1: What is Tempo?

Vocabulary: beat, allegro, presto, adagio, andante, tempo marking

Introduction

In all the activities in the world, many people go about them with different movements. Some are fast and others are slow. The same thing happens in music. Some musical pieces are fast or slow, very fast or very slow, very very fast or very very slow. The pace or speed at which a section of music is performed is known as **tempo**. The plural form of tempo is tempi or tempos. What activities are associated with tempo in our daily lives? Think about them.

Measurement of Tempo

Tempi help the composer to express a feeling of either intensity or relaxation of his music. So, the speedometer of any music is its tempo. The speed of the music, however, is measured in beats per minute, or BPM. I hope you learnt about beat in Basic 7. In music, tempi or tempos are usually indicated by Italian words called musical terms. Let us learn some few of them.

- Allegro – fast
- Presto – very fast
- Prestissimo – very very fast
- Accelerando (*accele/*) – gradually becoming fast
- Moderato – moderately fast
- Andante – walking pace
- Adagio – slowly
- Adagissimo – very slowly
- Larghissimo – very, very slow
- Grave – very slow

All of these terms express the rate of speed of musical pieces and they are called **tempo markings**.

Activity:

Perform songs in groups and use the musical terms to describe the tempo. You can also play some recorded musical performances and describe the tempo using the tempo markings.

Lesson 2: Applying Tempo in Music

Vocabulary: metronome mark, beat, crotchet

Introduction

As already stated, the tempi help the composer to express a feeling of either intensity or relaxation of his music. Thus, the tempo for a music created for a birthday may be different from the one created to mourn the dead. Identify some happenings in your community and compare their tempi.

Metronome Mark

The speed of the music is indicated at the beginning of the music on the score either by the musical term or by the beat per minute called metronome marking. Composers usually prefer to use the metronome or Maelzel's metronome to indicate exactly the speed they want. The metronome makes a steady, ticking sound, like a clock. It is the set to tick (or flash) at a given number of beats in a minute, and this number may be shown at the start of the music, thus: ♩ = 60 or M.M. ♩ = 60.

This metronome **mark** indicates that the quarter note (crotchet) will receive one beat and that there will be 60 beats per minute. In the same music, you can apply different tempi to express the mood of the music. It is always important to indicate the tempo of your music so that it can be performed as such for you.

Sansakroma

Allegro

San - sa - 'kro - ma ne na'e - wu, o - kye - kyer nko - ko - mba

5 Moderato

o - seonn - ke - ye 'dwa - ma ne na'e - wuo, o - kye - kyer nko - ko - mba

The above piece is an Akan folk tune. It begins with Allegro and changes to moderato in bar 5.

You must know that these terms are relatives and may not represent exactly the interpretation if metronome mark is not used.

However, you can always assume and estimate when applying the tempo. When applying tempo, think about the texts of the song. It will help you to know whether the speed should be fast or slow.

Activity:

In groups, collect indigenous music from your community and apply tempo appropriately to perform them. Your teacher will guide you in this activity.

Unit Review

1. How is tempo measured in music?
2. List two musical terms that express tempo.
3. What tempo term can be used for a musical piece that increases its tempo gradually?
4. What is metronome mark?

UNIT 4

MEDIA AND TECHNIQUES

Dance and Drama (Performing Arts)

UNDERSTANDING GHANAIAN DANCE FORMS

Learning Outcomes:

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

1. Identify the two categories of dance forms found in Ghana.
2. Identify a few of the traditional dances of Ghana.
3. Identify some popular dances the people of Ghana have experienced.

Introduction

At this level, we would learn about two categories of dance forms found in Ghana. The first one being traditional dance and the other being popular dance styles. Traditional dance can be another term for folk dance, or sometimes even for national ceremonial dance. The term Traditional is more frequently used when the emphasis is on the cultural roots of the dance. Traditional dancing is generally more of a social activity rather than competitive. However, the dances are choreographic pieces by the people and are owned by the people.

Inseparable from traditional music, the dance and ceremony that accompany it is used to greet gods and spirits, to re-enact or tell a story or legend, or simply as a social recreation. These ceremonial dances may occur at funerals, celebrations, important historical dates and festivals.

There are simply too many traditional dances to describe, but for this lesson we will learn just a few of the major traditional dances in Ghana.

Social or popular dance styles are dances that existed during a period of time because the dance was accepted and loved by the people. Ghana has seen many of such popular dances and we will be discussing a few of them.

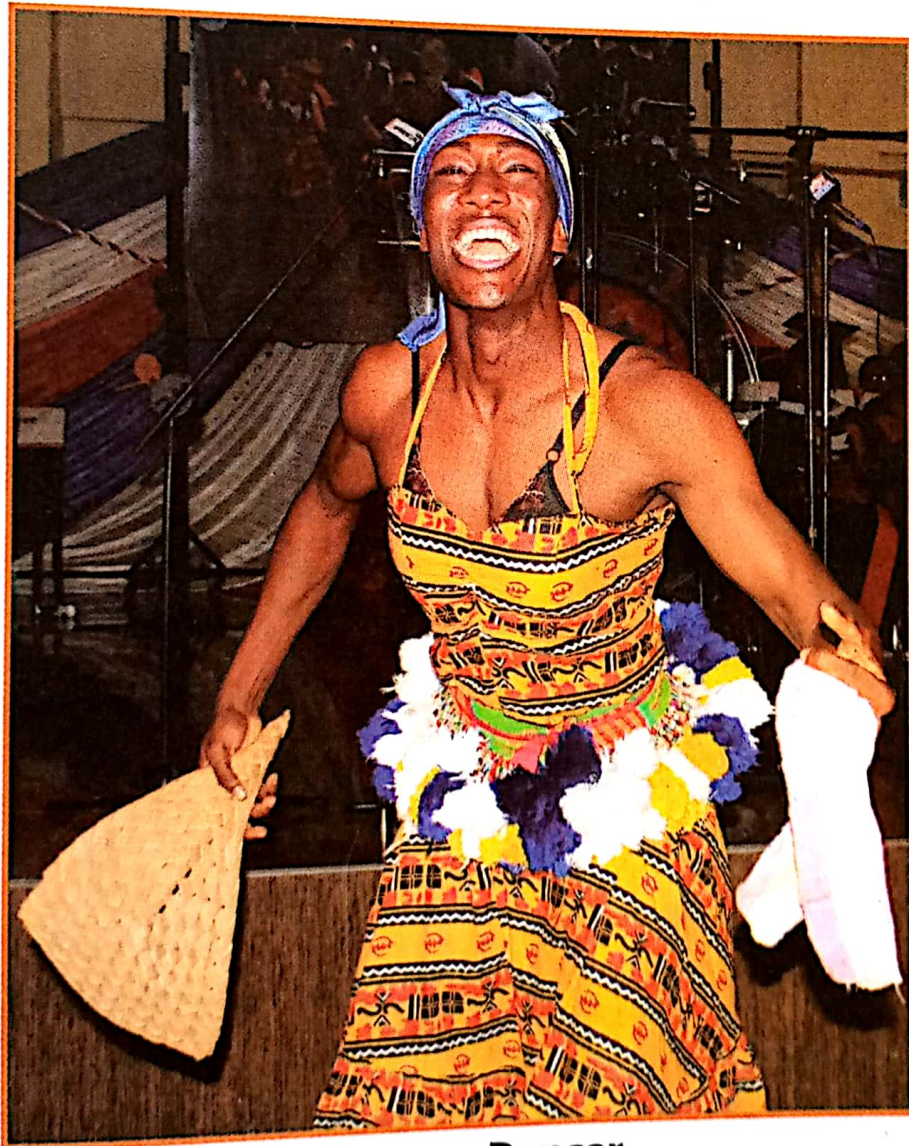
Lesson 1: Ghanaian Dance Types and Categories

Traditional Dances

Traditional dances can take the form of religious, historic enactment, war, celebration, and recreation dances. Let's see some examples of each of these:

1. Bamaya

This is a dance of the Dagbamba tribe from northern Ghana. This is an outrageous display of men dressed as women in a dignified and graceful celebration. It marks the end of a great drought that occurred in the 19th century and ended when the men all dressed as women to ask the gods for help because prayers by women supposedly got quicker responses from the gods.



Bamaya Dancer

2. Agbadza

This is a dance among the Ewe people in the Volta Region. Originally a war dance, it has now been adapted as a social and recreational dance. Women begin the dance with Kadodo, a dance with elegant movement of the arms and taps and hops from the leading foot. Men follow in a series of energetic Atsia, performances which show their strength, dexterity and agility.



Agbadza Dance Performance

3. Adowa

This is sometimes referred to as the 'Antelope dance' because this dance mimics the jumping of an antelope. In the Akan language, particularly the Asante Twi dialect, the royal antelope is called "Adowa". The dance was named after this animal. It is a recreational dance performed gracefully and athletically by men and women in Akan areas.



Adowa Dancers (Ghana Dance Ensemble)

These beautiful traditional dances and the others not listed, tell the importance of the Ghanaian culture to its people and others who view it.

Activity 1: Exploring dances from our communities

1. Find out from your parents the dance performed in your hometown.
2. Ask your parents to teach you a few steps of the dance.
3. Share experiences with your friends in class by performing this dance to them.

SOCIAL OR POPULAR DANCES

1. Azonto

Azonto is an indigenous dance, which originated from a traditional dance called Kpanlono in the Greater Accra Region of Ghana. Also, Azonto began to gain popularity in Ghana in 2011 but was hugely popularized in the subsequent years with the help of leading Ghanaian musicians and the masses as well. And there is no gainsaying the fact that Azonto is the preserve of the people of Ghana, which has been exported to other parts of the world through music and on social media.

2. Pilolo

Pilolo is a dance step originally created by a famous Ghanaian dance artist, which made huge waves across the globe in 2018.

3. Shaku Shaku

Shaku Shaku dance is a street dance. Stretching out the arms and crossing them over each other in front with the legs widened out and launching into a graceful half galloping dance. This dance was first released in Ghana in 2018.

These are just a few of the social or popular dances that Ghana has experienced since 2011. Find out from your community about recent popular dances.

Differences and Similarities in Dance Types and Categories

Differences	
Traditional Dance	Popular Dance
Use of live percussion instruments as musical accompaniment.	Use of audio or recorded sound as musical accompaniment.
Dancer may have to follow a particular choreography or steps.	Dancer has room for improvisation.
Similarities	
Both involve the dancer to have the knees slightly bent while dancing.	

Activity 2: Exploring Popular Dance

1. Name some popular dances learnt in this lesson.
2. Search for some of the popular dances on YouTube.
3. Perform a popular dance of your choice to your friends.

Review Questions

1. How many categories of dance forms do we have in Ghana?
2. Name some traditional dances you have learnt.
3. Name some popular dances you have learnt.