

# **Creative Arts**

for

Rwanda Primary Schools

Work Book 4

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# Introduction

## **Dear learner**

Creative Arts for Primary Four is your learner's book with two parts. The first one is Music, Dance and Drama and the second part is Fine Arts and Crafts. This is a skill-based subject which will greatly involve you in practical work. The content of Music, Dance and Drama for Primary Four is divided into Three Units. Each of the units will provide you with enough time to practice and develop your talents and knowledge of Music, Dance and Drama. Hence, this aims at enabling you to become creative, confident and capable to start your journey of being a Music, Dance and Drama performer.

The Fine Arts and Crafts section has got six units which will provide you with an opportunity to develop your talents and skills of creatively drawing arts pieces and making various beautiful craft items. This will lead you into the world of Fine Artists and craftsmen and women who appreciate beauty around them and makers of art for income.

Before you use each unit, always first read and understand what you will be able to learn and do after using the unit. This will help you not to waste your efforts on what is not needed at the time. So you have to keep in focus.

## **Learning by the mind, body and feelings**

Music, Dance and Drama is an area of study which is by means of acquiring knowledge and understanding it, skills, values and attitudes. These units, therefore, require you to participate in different activities as much as you can in order to become a skilled performer, composer and maker of creative arts.

You are advised to be cooperative with fellow learners as much as you can in this area in order to learn and perform entertainingly. Be ready to work in groups with many teammates as much as possible in order to learn from them as they too learn from you.

Learners are expected to gain a lot from each other as they get involved in discussions.

Be prepared to talk freely and respect each other's different ways of thinking and looking at things.

## **Performance**

In every subunit, you will be given a chance to perform Music, Dance and Drama in part one. In part two you will be required to carefully observe pieces of Fine Arts and Crafts then draw and make your own. These sessions should help you to acquire skills to your fullest. Please, note that some of these skills sometimes develop slowly by slowly with practice.

## **Field work**

Since Creative Arts are a cultural product, that is, most of it already exists in our communities; you will be required to find out more from the community the type of Music, Dance and Drama, Fine Arts and Crafts pieces you have observed. Your teacher will guide you on how to do this by use of written notes and electronic recordings if possible. This could even be by use of a phone.

## **Materials and tools**

Materials and tools to help you in your learning will include various instruments, computers, and other electronic devices. Always keep them safe from damage. Be a responsible creative artist.

## **Marks scored**

You will compose/make, perform and draw art works. Your classmate and the teacher will be awarding you with the marks you deserve. You therefore have to work very hard in order to be encouraged by good performance.

There will be performances of Music, Dance and Drama by both individuals and groups of learners. For the case of group activities, all participants share the mark or grade. Therefore, you are encouraged to be an active member of the group so that you contribute to the good marks which you will all get.

## **Best wishes**

By the end of this Creative Arts Primary Four Course you will have learnt to sing, dance, act and write music, draw and make beautiful and interesting art pieces. We wish you great success.

## **Activity-based learning**

This means that this book has a variety of **activities** for you to do, as well as information for you to read. These activities present you with material or things to do which will help you to learn by yourself. You already have a lot of knowledge and ideas based on the experiences you have had from

your own community. Some of the activities, therefore, ask you to think about the knowledge and ideas you already have.

In using this book, therefore, it is essential that you **do all the activities**. You will not learn properly unless you do these activities. They are the most important part of your book.

In some ways this makes learning more of a challenge. It is more difficult to think for yourself than to copy what the teacher tells you. But if you take up this challenge you will become a better person and become more successful in your life.

### **Group work**

You can also learn a lot from other people in your class. If you have a problem it can often be solved by discussing it with others. Many of the activities in the book, therefore, involve discussion or other activities in groups or pairs. Your teacher will help to organise these groups and may arrange the classroom so that you are always sitting in groups facing each other. You cannot discuss properly unless you are facing each other.

### **Research**

One of the objectives of the new curriculum is to help you to find things out for yourself. Some activities, therefore, ask you to do research using books in the library, the internet if your school has this, or other sources such as newspapers, magazines, home and the community. This means you will develop the skills of learning for yourself when you leave school.

# Icons

To guide you, each activity in the book is marked by a symbol or **icon** to show you what kind of activity it is. The icons are as follows:



Thinking Activity

## Thinking Activity icon

This indicates thinking for yourself or in groups. You are expected to use your own knowledge or experience, or think about what you read in the book, and answer questions for yourself.



Practical Activity

## Practical Activity icon

The hand indicates a practical activity, such as a role play on resolving a conflict, taking part in a debate or following instructions on a map. These activities will help you to learn practical skills which you can use when you leave school.



Group Activity

## Group Work Activity icon

Group work means that you are expected to discuss something in groups and report back on what your group discussed. In this way you learn from each other and how to work together as a group to address or solve a problem.



Fieldwork Activity

## Fieldwork Activity icon

Field work is an enjoyable and practical part of Social Studies. For these activities, you will need to go out of the classroom to study parts of your environment, such as the way that rivers flow, or the distance between landmarks in your school grounds or any other tours in relation to the activity.



Discussion/Vocabulary Reading

## Discussion Activity icon

Some activities require you to discuss an issue with a partner or as part of a group. It is similar to group work, but usually does not require any writing, although some short notes can be written for remembrance.



Pair Activity

### **Pairing Activity icon**

This means you are required to do the activities in pairs and exchange ideas.



Observation Activity

### **Observation Activity icon**

Learners are expected to observe and write down the results from activities including experiments or social settings overtime.

Good luck in using the book.

# Part 1



# creative **ARTS**

Music, Dance  
and Drama

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# Unit 1

## Singing in Tune Respecting Traditional Rhythms

### My goals

By the end of this unit, I will be able to:

- Identify some traditional songs and sing them to their rhythms.
- Listen to and explain the words of the selected songs.
- Enjoy singing with others in public with confidence.
- Enjoy life and respect it.

### Introduction

Singing is fun. Think of your favourite song and sing it to your friends. Discuss what you have liked about your friend's song. Whenever you sing, in a correct tune and rhythm. This important skill in music is what you are going to learn in this unit. Now do the following activities.

#### Activity 1



Look at the picture and suggest what it is about and where it could have been taken from?



Figure 1: Ntarama Genocide Memorial site in Bugesera, Rwanda

## Genocide

Songs are a means of communication. The messages in these songs are meant for us to learn something. These messages are called **themes**. For example songs about genocide. Do you know any? Sing it again to your friends.



### Activity 2

#### Let us sing

Get ready we are going to learn another song about genocide and sing it together.

## TWAMAGANE JENOSIDE

Ba nya rwa nda ba to n'a ba ku ru, Je no si de ni mbi, tu ya ma ga  
 ne tu vu gi ra ha mwe tu ti "O ya" nti zo nge re. 1.A ba nya  
 rwa nd'u ko tu nga na twe se du ku nda ne tu ri ba mwe  
 2.Twi - bu ke twi yu ba ka du ha ra ni ra i te ra mbe re.  
 3.Du ha ra ni re e jo he za ha za za i yo ni yo ntsi nzi ya -  
 cu.

### Activity 3



#### Singing to memory and matching to rhythm

1. As a class sing the song No to Genocide again without looking at the words in the book. Singing without reading from the written source is called **memorising**. Sometimes this is called **singing from our hearts**.
2. Get enough space, and walk freely around, then match along like pupils, police or army officers on a parade.  
 You will notice that there is a regular beat which keeps repeating itself in a movement with the first one being strong and the other is weak. Many of these uniform movements are called **rhythms**
3. Let us try out another activity. Place your hand on your chest. You will feel the heart pumping in and outwards. This movement creates **rhythm**. Rhythms have strong and weak beats.
4. In order to learn rhythm more, now let us sing our song about Genocide, as we match clap.
5. It is interesting to match to the rhythm of the songs, clap and dance to them at the same time. Now you can try it out in order to enjoy yourself.



## Activity 4

Now do the following:

1. Talk about what you know about genocide both in Rwanda and outside Rwanda.
2. Identify the groups of people in Rwanda mentioned in the song and which part of Rwanda they originally live in.
3. What good things are mentioned in the song that we should do?
4. What were the consequences of genocide to Rwanda?
5. Identify from the song what we should do to avoid genocide.
6. Suggest other ways of avoiding genocide that are not mentioned in the song.



## Activity 5

### Performing

Get ready to do the following:

1. As practice makes perfect, practice the song about genocide more.
2. Prepare the stage, in front of the class and perform your song, clapping, matching and dancing for your classmates.
3. After performing, allow your classmates to tell you what was most interesting and what they did not like about your performance.
4. Let your classmates also perform for you. When you are the viewer of the performance then you are called the **audience**. As they did to you, tell them what was most interesting and what they need to improve to make their performance better.



## Practical Activity 6

### Assignment/home work/research

1. During your free time outside class, find out any other songs about genocide and choose one.
2. Learn it so that you will present in correct tune and traditional rhythm to your class or the whole school in a concert on a specific selected day during the term.



## Unity and Reconciliation

### Activity 7



1. Do you always enjoy working with others? Name some things you always do with other people.
2. When your friends annoy you, do you ever forgive them? What can you always do to bring people who are annoyed with each other, to bring them back to be friends again?

Look at the picture below and state what these people are doing together



*Figure 2: Gacaca court in session*

3. Why do you think what they are doing is good?
4. What other things have you seen people doing together? For example at home, school and around your villages.
5. What things stop people from working together? And how can these things be avoided?



## Activity 8

1. Have you ever heard a song about unity and reconciliation? Sing it to your friends.
2. Here is another song about Unity and Reconciliation. Learn to sing and match it to the traditional rhythm.

### UBUMWE

Twe se ha mwe tu r'a ba na b'u Rwa nda i gi he n'i - ki  
do re tu ra ri ri mbi ra ha mwe. Fine

1. Tu ra ci ny'a ka di ho ku ko tu ri ba mwe  
i ntu mbe ro nta yi - ndi n'u rwa ga sa bo ru te mb'a ma ta  
n'u bu - ki.

2. Tu r'a ba na b'u Rwa nda tu ra ko re ra ha mwe, mw'i shi  
mo n'a ma ho ro ni wo we Rwa nda Rwa nda nzi - za.

## Activity 9



### Singing to memory and matching to rhythm

1. Sing the song about “Unity and Reconciliation” without looking at the words in the book.
2. Sing the song as you clap and identify where the strong beats are and the weak ones.
3. Then sing as you stamp at these strong beats and clap the weak ones. The difference will come out that the starting rhythms are mostly strong, followed by the weak ones.
4. In order to learn rhythm more, now let us sing our song about “Unity and Reconciliation” we move and clap at the same time.

In our first lesson we found out that it is interesting to move to the rhythm of the songs, clap and dance to them at the same time. Now you can try it out again with the song about “Unity and Reconciliation” in order to enjoy yourself.

**Take note:** We can match songs to rhythms by clapping, stamping and snapping.

## Activity 10



1. What does our song say about unity and reconciliation?
2. Why should we forgive and how many times?
3. Bringing people who have annoyed each other to become friends and work together is known as **reconciliation**. Why is it good to reconcile with one another?

## Activity 11



### Performing

Need to learn to always work with others in order to sing well in public. Get ready to do the following:

1. Practice the song more.
2. Prepare the stage in front of the class and perform your song with clapping, and dance to your classmates.
3. After performing, allow them to tell you what was most interesting and what they did not like in your performance.
4. You should provide audience to the pupils to perform for you. You will do the same for your classmates with an aim of helping them improve.



## Practical Activity 12

### Assignment/home work/research

1. During your free time outside class, find out any other songs about “Unity and Reconciliation”.
2. Learn so that you will present to your class or the whole school in a concert on a specific selected day during the term.

## Gender equality

Our families and societies are made up of either men or women. These two groups are similar and different in some ways.



## Activity 13

Indicate whether these statements are **false or true**.

1. Women give birth to children.
2. Men cook food.
3. Women have beards and deep voices.
4. Men have soft voices, and large breasts.
5. Women do not eat chicken and climb trees.
6. Men are the only ones to make money for the family.
7. Children and land are for men.
8. Women are weak and men are strong.
9. Boys are brighter than girls in class.
10. Arts subjects are for girls and sciences for boys.

Apart from the things that God created differently on us that we cannot change, all the things that you can just learn to do are good to be done by both women and men or else much work may be left for one group of people. If we do this, then this practice is called **gender equality**.



## Activity 14



### Singing to memory and matching to rhythm

1. Do you know any song that talks about either men or women? Sing it to your friends. What does it say about them?

Here is another chance to enjoy singing and matching to the rhythms. This time our song is called “Gender Equality.”

### Let us sing

### UBURINGANIRE

*Allegro*

Ba ko bwa nde tse na mwe ba hu ngu twe se tu ra re shya i

*Fine*

mbe re ya ma te ge ko

1. Do re du sa ngi ye
2. Do re du sa ngi ye
3. Do re du sa ngi ye

u bu re nga nzi ra bu mwe bwo ku ba ho kwi ga no gu so ma.  
 u bu re nga nzi ra bu mwe bwo ku gi r'u mu rya ngo no gu ki na.  
 u bu re nga nzi ra bu mwe bwokwamba ra ku rya ku vu rwa.



## Activity 15

### Discussion

Look at the picture below and suggest what it means. Share your answers with others.



**Figure 3:** Beam balance

1. Do you think women should be equal to men? Give reasons to support your answer.
2. Men and women do not always do the same work. What do boys do as their domestic work and not girls?
3. Do you think the distribution of these roles is fair to both girls and boys? Support your answer.
4. According to our song we are all equal before God. What are some of the things that we should do as both women and men to show that we are equal to each other?

## Activity 16



### Performing

Get ready to do the following:

1. As practice makes perfect, practice the song more.
2. Prepare the stage, in front of the class and perform your song, by clapping and dancing for your classmates.
3. After performing, allow them to tell you what was most interesting and what they did not like in your performance.
4. You should provide audience to the pupils to perform for you. You will do the same for your classmates with an aim of helping them improve.

## Post Activity 17



### Assignment/home work/research

1. During your free time outside class, find out any other songs about Gender Equality.
2. Learn it so that you will present it to your class or the whole school in a concert on a specific selected day during the term.

## Patriotism



### Activity 18

There are some people who have sacrificed a lot for their countries.

1. Can you name some people who have loved and worked hard and sacrificed their lives to make Rwanda a good country? The love and sacrifice to make one's country the best is called **Patriotism**.
2. Look at the pictures below and guess the names of the people you see and what they did to show that they loved their countries. Use the answers given after the pictures.



- a) Mrs. Wangari Mathai campaigned for growing trees in order to protect the environment.
- b) President Paul Kagame fought against genocide in Rwanda.
- c) Mahatima Gandhi fought for the independence of India.
- d) President Julius Nyerere led Tanzania to its independence

Do you know any song that talks about great people and how they have worked for their countries? Sing it to your friends. What does it say about them?

## Activity 19



### Singing to memory and matching to rhythm

Here is another chance to enjoy singing and matching to the rhythms. This time our song is about the love for Rwanda. You sing together with your friends.

### Let us sing

#### O! RWANDA

O Rwa nda rwa tu bya ye gi hu gu cya cu u ta tsu bwi za

i mi so zi n'i bi ba ya nde tse n'a ba ntu be za. za.

1. Ba - nya rwa nda ba na b'u Rwa nda ni du ku nd'i gi -  
2. Ba - nya rwa nda ba na b'u Rwa nda ni du ku nde a ba

hu - gu cya - cu ka ndi twu ba ha ne.  
yo bo zi ba - cu ka ndi twu ba ha ne.

3. Ba tu ra rwa nda mu - ze mwe se du su ku ri gi -  
4. Ba tu ra rwa nda mu - ze mwe se tu gi ta ki sh'i -

hu - gu cya - cu ka ndi du ku ri ki z'a ma te ge ko.  
bi - ti byi - za ka ndi du ku ri ki z'a ma te ge ko.



## Activity 20

### Singing to memory and matching to rhythm

1. Sing the song about Rwanda without reading any where.
2. Sing the song as you identify where the strong beats are then you stamps at these beats stronger than the others.
3. In order to learn rhythm more, now let us sing the song as you match and clap at the same time.
4. Just as in the former lesson, let us match to the rhythm of the songs, clap and dance to them at the same time to enjoy more.



## Activity 21

### Singing to memory and matching to rhythm

1. Do you know any song that talks about either men or women? Sing it to your friends. What does it say about them?

Here is another chance to enjoy singing and matching to the rhythms. Our song this time is called Gender Equality.



## Activity 22

Answer the following questions about the song.

1. What are the things that the people in the song love about Rwanda?
2. Name the features that make Rwanda a beautiful country and the others that have not been mentioned in the song.
3. Identify the things the song tells you to do for Rwanda.
4. In your own view what do you think should be done to make Rwanda a better place to live in?

## Activity 23



### Performing

Get ready to do the following:

1. Perfect, practice the song more.
2. Prepare the stage, in front of the class and perform your song, by clapping, and dancing for your classmates.
3. After performing, allow them to tell you what was most interesting and what they did not like in your performance.
4. You should provide audience to the pupils to perform for you. You will do the same for your classmates with an aim of helping them improve.

## Post Activity 24



### Assignment/home work/research

1. During your free time outside class, find out any other songs about Patriotism.
2. Learn it so that you will present it to your class or the whole school in a concert on a specific selected day during the term.

## Church

Every time we go to church, the choir leads us in singing. The songs sung in churches are called **church songs or hymns**.

## Post Activity 25



1. In this picture people are at church. Why do people go to church?

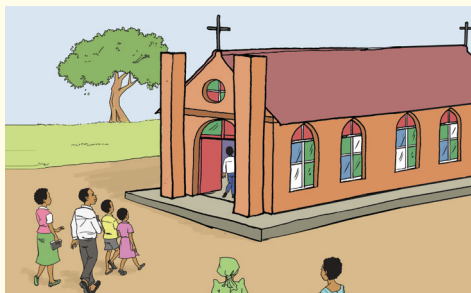


Figure 4: Christians going to church



## Activity 26

### Let us share

1. Are you a member of any choir? Which one? Do you know any church song? Sing it for your friend. Find out the meanings in the song which you have sung.
2. There is one for you here to learn and sing together as you learn to match the rhythm more.

### Let us sing

## KOMEZA INZIRA

Abbe' Jean Hakorimana

Ni - b'u-ho-ra-ho a - r'ama-ho-ro ya - we ni - b'u-ho-ra-ho a -

r'i-byi-shi-mo ya-we, ko-me-z'i-nzi-ra wa-ta - ngi-ye wi - c'-ki-inte-ge

wa-hi - se-mo ne - za Nya-ga - sa - ni mu - ri ku-mwe.

1. Mu - bu - zi - ma bwa-njye bwo - se nzi-ri-ngi-r'i-Ima - na

ni-mbo-na-ngi-ye gu - tsi - ndwa Nza - mba z'-Ima - na

ni-yo-nyi-r'u-bu-vu-nyi-ni-yi-ta ngi-mba-ra-ga. ubwona menye koi-inkunda

nza - jya nyi - hu - ngi - ra - ho ni - yo mu - ki - ro.



## Practical Activity 27



### Singing to memory and performing with rhythm

Sing the song “KOMEZA INZIRA” from memory.

1. Sing the song and identify where the strong beats are then stamp at these beats stronger than the others. How different are the rhythms in this song about church and Rwanda. Is it fast or slow?
2. In order to learn rhythm more, now let us sing our song “KOMEZA INZIRA” as we match and clap at the same time.
3. Now match as you clap and dance the song.

## Activity 28



### Discussion

1. Name different Christian religions you know
2. Which other religions are in Rwanda?
3. On which days do Christians go to church?
4. What does the song say about God?
5. What does religion teach us?

## Activity 29



### Performing

1. As practice makes perfect, practice the song more
2. Prepare the stage, in front of the class and perform your song, by clapping, and dancing for classmates.
3. After performing, allow them to tell you what was most interesting and what they did not like in your performance.
4. You should provide audience to the pupils to perform for you. You will do the same for your classmates with an aim of helping them improve.



## Post Activity 30

### Assignment/home work/research

1. During your free time outside class, find out any other songs about church.
2. Learn it so that you will present it to your class or the whole school in a concert on a specific selected day during the term.

## Glossary

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<b>Church:</b>	place of worship
<b>Compose:</b>	create a song
<b>Gender equality:</b>	men and women getting equal rights
<b>Genocide:</b>	Intentional action to destroy people(an ethnic, rational, racial or religious group) in whole or part
<b>Lyrics :</b>	words of a song
<b>Patriotism:</b>	the love for our country
<b>Perform:</b>	to sing, play an instrument and dance
<b>Rhythm:</b>	uniform movement.
<b>Stage:</b>	any space used to perform
<b>To sing by memory:</b>	to learn a song by hearing
<b>Tune:</b>	simple song
<b>Unity and reconciliation:</b>	to live together and the act of solving the disagreements which may divide us

## Unit 2

# Singing in Tune with Accompaniments

### My goals

By the end of this unit, I will be able to:

- Mention some of our traditional instruments such as **umuduri**.
- Handle **umuduri** properly and play it well.
- Accompany traditional songs with **umuduri**
- Work with determination and perform with others in public with confidence.
- Identify the themes in the selected songs and respect life.

### Introduction

We have been singing and matching to the rhythms of songs. However the singing is even more interesting if the song is accompanied with instruments. Name some music instruments you know. Can you play any? You will soon do so to the rest of the class members but let us first learn the song which you will sing as you play **umuduri**.

## Drug abuse



### Activity 1

1. Look at the picture below and say what this person is doing.



*Figure 1: A boy addicted to drugs*

2. What drugs do you know?
3. What are the consequences of drug abuse?
4. How do some people use drugs?
5. Why do some people use drugs?
6. Suggest what should be done to stop drug abuse.

## Activity 2



Let us sing and play umuduri

### *IBIBI BYO KUNYWA IBIYOBYABWENGE*

Twí - ri-nde ku-nywa i - bi-yo bya-bwe - nge

twí - ri-nde ku-nywa i - ta - bi n'i-bi-si - ndi - sha.

ku - nyw'i-bi-yo-bya-bwe - nge ni bi - bi ku-bu-zi-ma bwa -

cu ku-nyw'i-bi-yo-bya-bwe - nge bya-du-te-r'indwa - ra i-ndwa-ra z'i-bi-ha-

ha n'u-mwi-ji-ma i-ndwa-ra z'u-mu-ti-ma n'u-bwo - nko.

Kunyw'ibiyobyabwe - nge ni bi-bi ku-bu-zi-ma bwa - cu kunyw'i-bi-yo-bya-

bwe - nge bi-sho-bo-ra-gu-te - r'u bu-rwa - yi bwomu-mu-

twe ku - nyw'i-bi-yo-bya - bwe - nge bi-sho-bo-ra-gu-tu -

ma u-pfa. mu-re-ke tu-ri-nde i - mi - bi - ri ya-cu.

## Activity 3



**Singing without instrument**

1. Let us learn this song and sing it without looking at the book.
2. Match the song to the rhythm as you clap.
3. Match the song to the rhythm as you clap and dance.
4. What advice does this song give to the young people about drug abuse?



## Activity 4

### Singing with accompaniment

When we sing, our performance becomes colourful when any or many instruments are played in the background. When it is played to make the song nicer, we refer to this as **accompaniment**. Let us learn about a Kinyarwanda instrument called **umuduri**. It looks like this.



Figure 2: Umuduri, a short string music instrument

Look at the picture of umuduri above and do the following;

1. Identify the parts of the instrument, the materials used to make them and try to point out the use of every part.
2. Looking at the two instruments, one voice box is looking above and the other one looking down. Which of the two instruments produce the loudest sound than the other?

The picture below shows an umuduri player. Observe his handling of the instrument.



Figure 3: A musician playing Umuduri

3. Learn the tuning of this instrument then try to play it. If you cannot do so with ease, do not worry. Learning to play an instrument take time and alot of practice.
4. Now try to play **umuduri** to the song Dangers of Drug Abuse using a slow rhythm then you will increase it with more time of practice.



## Practical Activity 5



### Performing with umuduri

1. Prepare the stage and perform the song “Say no to Drug Abuse” as some members accompany it with **umuduri**.
2. After, allow them to tell you what you did well as you performed and where you need to improve. You will do the same for your classmates with an aim of helping them improve.

## HIV/AIDS

AIDS is a dangerous and a killer disease and has no cure.

### Activity 6



Look at the picture and discuss the symptoms AIDS Patient.



Figure 4: A bed-ridden patient of AIDS



## Activity 7

### Let us share

1. Say what AIDS is in full.
2. Talk about how HIV which causes AIDS is acquired.
3. What should we do to avoid AIDS?
4. People suffering from HIV/AIDS need our care. What should we do to show that we care for the AIDS patients?

sing any song about HIV/AIDS and find out the message in the song. Try to accompany it with the umuduri in order to make the song more interesting. There is another song for you to sing a song, about AIDS use an umuduri to play it.

### Let us sing and play umuduri

#### SIDA SIDA

*Vivace*

Si da ni mbi ri ca nti gi ru mu ti nti gi ru ru ki ngo

nti ro ba nu ra a ba to n'a ba ku ru ba ku ru

1. Ha gu ru ka tu yi rwa nye tu ri nd'u bu zi ma bwa cu

tu rwa ny'u bu ra ra n'u bwo ma nzi i pi mi she k'u bu sha

ke 2. Ha gu ru ka tu yi rwa nye tu ri nd'u bu zi ma bwa

cu du shi shi ka ri z'a ba ndu ye gu fa ti mi ti



## Activity 8



### Singing without instrument

1. Learn this song and sing it without reading.
2. Match the song to the rhythm as you clap.
3. Match the song to the rhythm as you clap and dance.
4. What is HIV/AIDS in full?
5. What does the song say about HIV/AIDS?

## Practical Activity 9



### Singing with accompaniment

1. Learn the tuning of this instrument and then try to play it.
2. Work on the fingering techniques in order to try and produce good sounds.
3. Match the rhythms of the song HIV/AIDS as you play the instrument.
4. Now try to play umuduri to the tune at a slow speed and then a little faster with more time of practice.

## Practical Activity 10



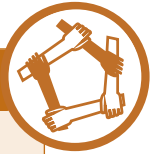
### Performing a song with umuduri

1. Prepare the stage and perform the song HIV/AIDS and accompany it with umuduri.
2. After, allow your classmates to tell you what you did well as you performed and where you need to improve. You will do the same for them with an aim of helping them improve.

## Malaria

Just as AIDS, malaria is a killer disease but can be cured. We need to always go to hospital whenever we feel sick.

### Activity 11



Do you know any song about malaria? Sing it to your friend.

There are two other songs about malaria for you to sing. Learn one of them and later the other one in your free time.

### MALARIYA

Ma la ri ya n'i rwa ra yi ca ka nd'i te rwa n'u mu bu
   
 1. Nib'u fi t'u mu ri
   
 2. Nib'u fi t'u mu ri
   
 3. Nib'u fi t'u mu ri
   
 4. Kwiri ndama la ri
   
 5. Kwiri ndama la ri

ro u ku \*mv'umu twe u ku rya ga na kwa mu ga nga
   
 ro u ku \*mv'imbe ho a ri yo se ga na kwa mu ga nga
   
 ro u ku mva nta mba ra ga ga na kwa mu ga nga
   
 ya rya ma mu nzi ti ra mi bu i te y'u mu ti
   
 ya te mi \*bi hu ru bi gu ki ki je wi ri nde n'i bi zi ba

## Activity 12



### Let us share

Write answers to the following questions in your books. Use the song as the source of the answers.

1. What spreads malaria?
2. Where do mosquitoes breed from?
3. Suggest what you can do to avoid malaria.

## Practical Activity 13



### Singing with accompaniment

Let us sing and play umuduri;

We already saw that when we sing with instrumental accompaniment, our performance becomes lively. Also that to play an instrument well, we need more practice. Here is another chance for you to learn to play umuduri to the song Malaria

1. Look at the instrument closely then identify the materials that were used to make the various parts.
2. Practice the handling so that you are used to the fingering.
3. Learn the tuning of this instrument before you play it.
4. Now rehearse the song Malaria with the instrument and match it to the rhythms.

## Practical Activity 14



### Performing a song with umuduri

1. Prepare the stage and perform the song HIV/AIDS and accompany it with umuduri.
2. After, allow them to tell you what you did well as you performed and where you need to improve. You will do the same for your classmates with an aim of helping them improve.

## Children rights

Just as adults have rights so are the children.

### Activity 15



#### Let us share

1. Look at the picture below and say what you feel. Give reasons why?



Figure 5: Children enjoying right to education

2. Who are children and when do they stop being children?
3. Say out some rights of children that you know.
4. To sing a song in tune, matching it to the rhythms with a musical instrument requires continuous practice. Let us learn the song “Children Rights” and how to accompany it with umuduri to perfect our performance skills.

## Let us sing and play umuduri

### UBURENGANZIRA BW'UMWANA

U bu re nga nzi ra bw'u mwa na n'i nshi nga no za cu.

1. Ku rya kwa mba ra ku rya ma n'u bu re nga nzi ra bwe.  
2. Ku mu vu z'i yo ya rwa ye n'u bu re nga nzi ra bwe.  
3. Ku mu jya na mw'i - shu ri n'u bu re nga nzi ra bwe.  
4. Ku gi r'u mu te - ka no n'u bu re nga nzi ra bwe.

### Activity 16



#### Singing without instrument

1. Learn this song and sing it without reading.
2. Match the song to the rhythm as you walk round and clap.
3. Match the song to the rhythm as you clap and dance.
4. What are the things named in the song as children rights? What are the other rights of children that could have not been mentioned in the song?
5. How have the children rights been abused at home, school and in our communities?



## Practical Activity 17

### Singing with accompaniment

1. Learn the tuning of this instrument then try to play it.
2. Work on the fingering techniques in order to try and produce good sounds.
3. Sing the song children rights as you match to its rhythms while playing the instrument at the same time.
4. Now try to play umuduri to the tune slow speed and then a little faster. Which of the two speeds is more difficult to play? From your answer why do you think so?



## Practical Activity 18

### Performing a song with umuduri

1. Prepare the stage and perform the song 'Children Rights' and accompany it with umuduri.
2. After, allow your classmates to tell you what you did well as you performed and where you need to improve. You should also do the same to them.

## Environmental sustainability

Our environment is our life because we always get our needs from it such as food, water for domestic use and for our animals, forests for making furniture for example chairs, tables and timber for building houses.



## Activity 19

### Let us share

1. Identify the items in the environment in the picture and how they are useful.



**Figure 6:** Environment with a beautiful view with variety of creatures. i. e green hill at a lake side with some animals and birds

2. What do we get from water bodies?
3. How can you protect the environment both at home and school?
4. Think of any song about environmental protection and sing it to your friend. Talk about the message in the song. Play umuduri to the song. There is another song for you about environment protection. Learn it and play umuduri to it.

### Let us sing and play umuduri

#### KURINDA IBIDUKIKIJE

Musical score for the song "KURINDA IBIDUKIKIJE". The score is written in treble clef with a key signature of one sharp (F#) and a time signature of 3/4. It consists of five lines of music with corresponding lyrics in Kinyarwanda.

**Line 1:** I bi du ki ki je ni nge nzi mu mi be re ho ya mu ntu

**Line 2:** 1. Mu ri byo twa vu ga i bi hi ngwa byo ku rya, i mi ti itu vu

**Line 3:** ra, i bi ti twu ba ki sha

**Line 4:** 2. Mu ri byo twa vu ga i bi du hu mwu ka du hu me ka, a ma zi

**Line 5:** du te ke sha mu ngo, tu bi bu nga bu nge.

The score includes musical notation such as notes, rests, and bar lines, along with a "Fine" marking at the end of the first line.



## Activity 20

1. Learn this song and sing it from memory.
2. Match the song to the rhythm as you walk round and clap.
3. Match the song to the rhythm as you clap and dance.
4. Why should we protect our environment according to the song?
5. How else is our environment important to us than what is mentioned in the song?
6. If we do not protect our environment what is likely to happen?



## Activity 21

### Singing without instrument

1. Learn the tuning of this instrument then try to play it.
2. Work on the fingering techniques in order to try and produce good sounds.
3. Sing the song Environment protection as you match to its rhythms while playing the instrument at the same time.
4. Now try to play umuduri to the tune; slow speed and then a little faster. Between the song Children Rights and Environment Protection which one was more challenging to sing and accompany with umuduri? Basing on your answer, why do you think so?



## Practical Activity 22

### Performing a song with umuduri

1. Prepare the stage and perform the song Environmental Protection and accompany it with umuduri.
2. After, allow your classmates to tell you what you did well as you performed and where you need to improve. You should also do the same to them.



## Post Activity 23



Watching video or field work

1. Watch a music performance on a recorded video or attend a live performance to learn more on how the older people play the instrument. As you watch do the following.
2. Observe their handling, fingering and striking then you will try out on your own instrument to improve your playing techniques. If you cannot play like them, do not worry you will improve with more time of practice.
3. Choose one of the songs on any of the themes you have been singing; rehearse it with the umuduri and then get ready for a concert performance to the rest of the school.

Before the concert, you will watch a video or go for a live performance.

Then you will watch a video or a live performance and carefully see the use of an umuduri then do the following:

1. Compare the handling by the player in the video and how you have been doing it.
2. Compare the playing styles (techniques) with ours.

**NB:** If they are better than you, do not worry. They have practiced for a long time so you will also get to their standard with time.

## Glossary

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<b>Children's rights:</b>	freedom and good treatment of children
<b>Compose:</b>	create a song
<b>Drug abuse:</b>	not to use medicine properly and smoking
<b>Environmental protection:</b>	keeping our surrounding safe and not destroying it
<b>HIV/AIDS and Malaria:</b>	killer diseases
<b>Instrument:</b>	anything that can be played to produce music
<b>Perform:</b>	to sing, play an instrument and dance
<b>Stage:</b>	any space used to perform
<b>UmuDuri:</b>	one stringed Kinyarwanda instrument

# Unit 3

## Reciting and Composing *Icyivugo*/ Self-praise Poem

### My goals

By the end of this unit, I will be able to:

- Explain what the ibyivugo are.
- Explain the structure of ibyivugo and the rhymes in them.
- Identify the themes in the selected ibyivugo.
- Respect people and protect the environment.
- Compose my own ibyivugo following the examples learnt in this unit.
- Work with determination and perform ibyivugo with others in public with confidence.
- Make a difference between icyivugo and an ordinary song.

### Introduction

In unit 1 and 2 you have been performing music with rhythm and dance. In this unit you will learn to recite and compose ibyivugo/Self-praise poems.



## Activity 1

### Let us share

1. Do you know of any Self-praise poem? (*Icyivugo*) What is it about? Do you know who composed it?
2. Say it to your friend and you will realise that it is also an interesting form of art that we can compose and perform. Our first *icyivugo* to recite is about patriotism just as we already sung about this theme in unit 1: Do you remember what patriotism means?

### Let us recite

Ndi intwari isumba izindi

Yo kwa KANYARWANDA

Intore isanga izindi, mu mico n'iterambere

Mpora ku isonga mu mihigo.

Iki gihugu cyanjye, nkunda kandi nshima,

nzagikorera iteka, kandi kwitanga ubu nabigize intego

Nkundira Abanyarwanda ko twese turi bamwe,

Kuko ni umuco wacu watugize indasumbwa. Ubububu....



## Activity 2

1. Look for a picture of a *icyivugo* performance. Where could it be taking place from?
2. How many people are performing this item?
3. What are they wearing and carrying. For what purpose are they?

### Activity 3



#### Reciting *ikivugo*

1. Practice again (rehearse) *ikivugo* called patriotism by heart, use some actions by the face called **facial expressions**, actions by the hands called **gestures** and dance movements to add meaning to your message and make the presentation interesting.
2. Say out the *ikivugo* patriotism to your friend, then exchange so that your friend may do the same to you. This performance is called **recitation**. We always **recite ikivugo**.
3. Talk about what is interesting in your presentation (recitation) and what can be improved.
4. Organise the stage and perform to the rest of the class.
5. Give them chance to tell you what is interesting about your *ikivugo* presentation and what you should improve. You will do the same for the other groups with an aim of helping them to improve.

### Practical Activity 4



#### Composing *ibyvugo*

Composing *ibyvugo* is fun. Now we are going to compose our own Self-praise poems on the theme patriotism. Use the steps below:

1. Think of a person who has done great things for you. It may be yourself, your mother, father, brother, sister, president or any other person.
2. Write down a story of what you or someone else did and you would wish to praise him or her.
3. Change the story into lines following the example of the poem we have already recited.
4. Find out whether it has nice words arranged near each other.
5. Read aloud to find out if it has uniform movement as you pronounce the words (rhythm).

## Hardwork and success

### We need to work in order to succeed



#### Activity 5

##### Let us share

1. Have you ever done some work? What kind of work was it? Say what you understand by work.
2. When we work we succeed. Suggest the things that show that someone is successful after work.
3. What happens to people who do not want to work?  
What should be done to people who do not want to work?
4. In pairs, think of *icyivugo* about work. Recite it to your friends. Identify the message in it.



#### Activity 6

1. Look at the picture below and describe what these people are doing.
2. How does the type of work benefit them?



Figure 2: People working in a tea plantation

Here is another *icyivugo* for you to recite. You will compose another one on your own about work and success.

### Let us recite

#### Gukora Cyane

Ndarata ubukire ntunze nakomoye ku murimo,  
Nakoranye umurava nongera amasaha nongera n'ubumenyi,  
Nyarukira mu mishinga n'amakoperative kandi mbikora neza, none birankijije.

Burya gukora cyane kandi ugakora byinshi ukabikorana ubwenge birakiza simbeshya

Kuba narize, nkabikorana umwete nkagira umurava byanteye guhorana icyizere cy'ejo hazaza kandi nkabaho neza.

### Activity 7



#### Reciting *icyivugo* with expressions

1. Practice the poem "Hardwork and success" again by heart. Use facial expressions, gestures and dance movements to add meaning to your message and make the presentation interesting.
2. Say out the *icyivugo* "Hardwork and success" to your friend, then exchange so that your friend may do the same to you.
3. Talk about what is interesting in your presentation (recitation) and what can be improved.
4. Organise the stage and perform to the rest of the class.
5. Give them a chance to tell you what is interesting about your *icyivugo* presentation and what you should improve. You will do the same for the other groups with an aim of helping them improve.



## Activity 8

Read aloud the poem to each other and find out.

1. Why does the speaker wake up the Banyarwanda? What does he tell them to do?
2. Why does the speaker say “hardwork pays” in the last line of the poem?
3. What is your feeling about hardwork and success?



## Practical Activity 9

### Composing *ibyvugo*

Composing *ibyvugo* is fun. Now we are going to compose our own Self-praise poems with the theme Hardwork and Success. Use the steps below:

1. Think about type of work and a person who has done it well.
2. Write down a story of what they did that you would wish to praise.
3. Write the story in lines following an example of the poem we have already recited.
4. Find out whether it has nice words arranged near each other.

Read aloud to find out if it has uniform movement as you pronounce the words (rhythm).

## Environmental sustainability

Our environment is important to us because it provides us with the necessary things we need to live such as food, medicine, trees for timber, fresh air and water among others.



## Activity 10

### Let us share

Look at the picture of the natural environment and say what you would miss if you destroyed it.





Figure 3: Natural environment

1. Identify any *Icyivugo* you have ever heard about our environmental sustainability.
2. What does the *icyivugo* tell us about the environment?
3. What do some people do to spoil the environment?
4. Suggest what we should do to sustain our environment.

Learn the *icyivugo* below about the environment, recite it then you will compose your own on the same theme.

### Activity 11



1. Suggest who the speaker is in this *icyivugo*. Give reasons to support your answer.
2. Who is being praised in this poem and why?
3. What are the good things that were created for Rwandans to use and enjoy life?
4. Name what we would do if we were to destroy our environment.
5. The speaker advises us to protect our environment. How can we do this?
6. Suggest what would happen to us if we failed to protect the environment.



## Activity 12

### Composing *icyivugo*

1. Practice the poem 'Environmental sustainability' by heart, use some facial expressions, gestures and dance movements to add meaning to your message and make the presentation interesting.
2. Say out the *icyivugo* 'Environmental sustainability' to your friend, then exchange so that your friend may do the same for you.
3. Talk about what is interesting in your presentation (recitation) and what can be improved.
4. Organise the stage and perform to the rest of the class.
5. Give them a chance to tell you what is interesting about your *icyivugo* presentation and what you should improve. You will do the same for the other groups with the aim of helping them improve.

### Let us recite

#### Kubungabunga ibidukikije

Ndishimye birenze kuko iwacu ari heza nabigizemo uruhare.

Nateye indabo zihazana umwuka, ibiti by'imbutu nahateye biduha ubuzima bwiza.

Nabyitayeho cyane kandi nzanakomeza kugira ngo njye n'abacu tuzabeho neza.

Nzabibungabunga kimwe n'ibindi byose nzabona aho dutuye cyangwa aho ngeze hose.

Kandi nzagira isuku y'amazi tuvoma bityo nubahe ubuzima bwo mpano isumba izindi, ubububu!!!!

## Gender equality

Though men and women are physically different, we can all do the same work, eat the same food, fall sick, become happy or annoyed. However, our societies have made us think that we are not the same even in certain things.

### Activity 13



#### Let us share

1. Look at the picture below and say what the people are doing.
2. Do you support what they are doing? Yes or No. Support your answer.

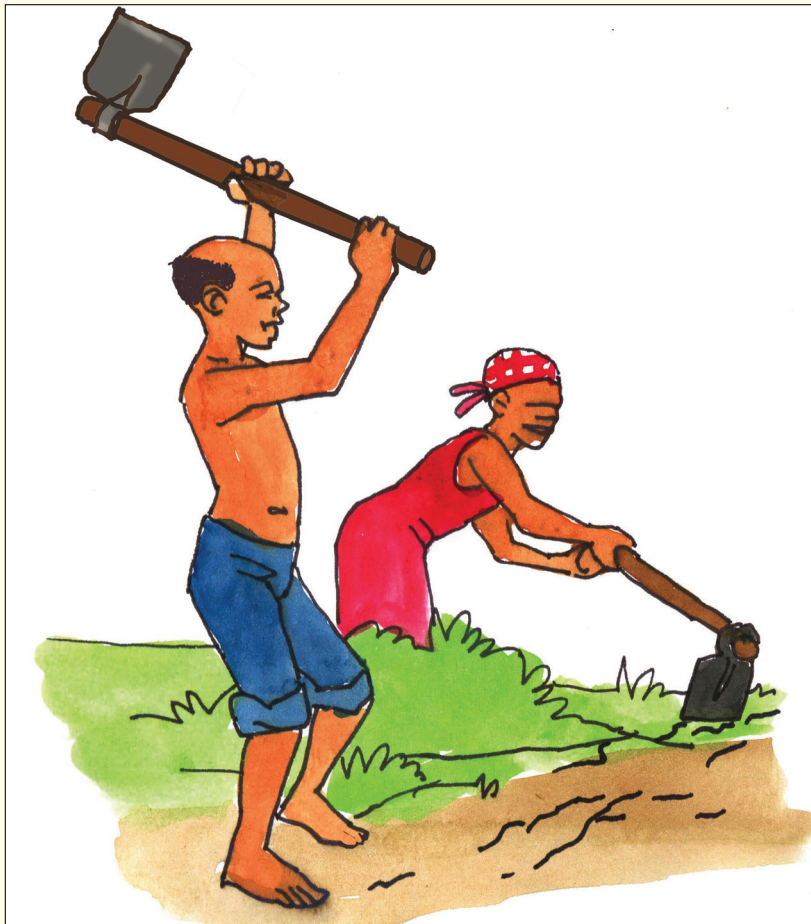


Figure 4: Gender equality



## Activity 14

Discuss the following questions:

1. What are the things done by women that men cannot do?
2. What are the things that you think should be done by only women and not men? Is this distribution of roles good/fair to women?
3. Have you ever heard any *icyivugo* which talks about men and women being equal? Recite it to your friends. What is the message in it?
4. Suggest what you can do in order to show that men and women are equal
5. You are going to recite another *icyivugo* about gender equality between men and women commonly known as gender equality then you will compose your own.



## Activity 15

**Let us recite**

### **Uburinganire n'ubwuzuzanye**

Natangiye kera, nitoza kubana n'umugore nashatse, none merewe neza kuko simuheza kubireba umutungo

Ubu ngeze kure cyane, iterambere ni ryose kuko dufashanya twembi mu mirimo itureba

Abana dufite bose, baratwubaha cyane

Kuko babona muri twebwe urugero rubakwiriye

Nabatoje gukunda no kubaha Imana

Mbatoza gukunda igihugu cyatubyaye. Ubububu!!!

## Activity 16



### Performing *icyivugo*

1. Say out your poem to your friend, then exchange so that we may do the same.
2. Talk about what is interesting in your poems and what can be improved.
3. Add some dance, facial expression and show actions by use of hands to make your presentation (recitation) interesting.
4. Organise the stage and perform to the class.

Give them chance to tell you what is interesting about your *icyivugo* composition and what you can improve.

## Activity 17



Discuss the following questions from the *icyivugo* above

1. What does the *icyivugo* say about men and women?
2. The *icyivugo* says women should not be beaten. What other bad things do some men do to the women that should not be done?
3. What are the things that women were not allowed to do in the past and probably even now?
4. Mention some good things that women have done in homes and outside homes as a result of allowing them to do what they were not allowed to do in the past.
5. What problems have come up because of allowing women to be equal to men?



## Practical Activity 18

### Composing *ibyvugo*

Now we are going to compose our own Self-praise poems following the steps below:

1. Think of any domestic work or any other area in our daily lives, and compose a story which encourages men to change and allows women to do the same things as men. Praise those who have already done it.
2. Change the story into lines of *icyivugo* following an example of the poem we have already recited.
  - Find out whether it has nice words arranged near each other.
  - Read aloud to find out if it has uniform movement as you pronounce the words (rhythm).

## Inclusive Education

Education is good. Through it we get knowledge and understanding.

It is the key to success so everybody needs to go to school to get education.



## Activity 19

Look at the picture below and identify the different people you can see. Mention other people who are not in the picture yet they should be at school?



Figure 5: Children in a physical education exercise

## Activity 20



Discuss the following questions:

1. Education should be for all. Some children may not be going to school? Why?
2. Is it good for the lame, blind and deaf to go to school where you also go? Why?
3. What are the problems that pupils face at school?
4. How can these problems be solved?

Recite the *icyivugo* below about inclusive education and then compose yours after.

### Let us recite

Nari mfite ubwoba ko ntacyo nzimarira  
Sinashoboraga kwiga kubera kwitinya  
Kugira ubumuga ntibimbuza kwiga  
Abana tubana banyubaha cyane  
Ubu nafashe gahunda yo kutagira  
Uwo mpeza kubera uko ateye, ubububu.....

## Activity 21



### Reciting *ikivugo*

1. Practice the poem Education by heart, use some facial expression, gestures and dance movements to add meaning to your message and make the presentation interesting.
2. Say out the *ikivugo* Education to your friend, then exchange so that your friend may do the same to you.
3. Talk about what is interesting in your presentation (recitation) and what can be improved.
4. Organise the stage and perform to the rest of the class.
5. Give them a chance to tell you what is interesting about your *ikivugo* and what you should improve. You will do the same for the other groups with an aim of helping them improve.



## Activity 22

1. Suggest who the speaker is in this *icyivugo*. Give reasons to support your answer.
2. This poem is in praise for education. What are the things that the speaker mentions to show that education is good?
3. Name the jobs that educated people can do.
4. Inclusive education means giving chance to the lame, blind, deaf and other disabled children. Why is it good to allow these children to go to school?
5. What are the problems faced by young people who go to school?
6. Suggest how these problems can be solved.



## Practical Activity 23

### Composing *ibyivugo*

Composing *ibyivugo* is fun. Now we are going to compose our own Self-praise poems again on the theme Education. Use the the steps below:

1. Think of a person who has succeeded in education. It may be yourself, your mother, father, brother sister or any other person.
2. Write down a story of what they did and what they are today that you would wish to use to praise them.
3. Write the story in lines following an example of the poem we have already recited.
4. Find out whether it has nice words arranged near each other.
5. Read aloud to find out if it has uniform movement as you pronounce the words (rhythm).



## Post Activity 24



### Assignment

1. Watch ibyivugo performances on a recorded video or attend a live performance to learn more on how the older people do their recitation performances.
2. Observe how their voice changes, gestures, facial expressions, movement and dance

Try out on your own to recite one of the ibyivugo you composed to bring out what you will learn from the video or the older performers. Work hard to improve with more practice (rehearse) in order to prepare well for the concert performance to the rest of the school.

### Glossary

<b>Compose:</b>	create a song, poem etc.
<b>Concert:</b>	an organised short performance of music and poems
<b>Dance:</b>	body movement following a song
<b>Inclusive education:</b>	everybody given chance to go to school even the disabled
<b>Perform in public:</b>	in front of some people.
<b>Recite:</b>	present a poem
<b>Stage:</b>	any space used to perform plays, dances, poems etc.
<b>Sustainability:</b>	to continue to keep the good things we have and add even more

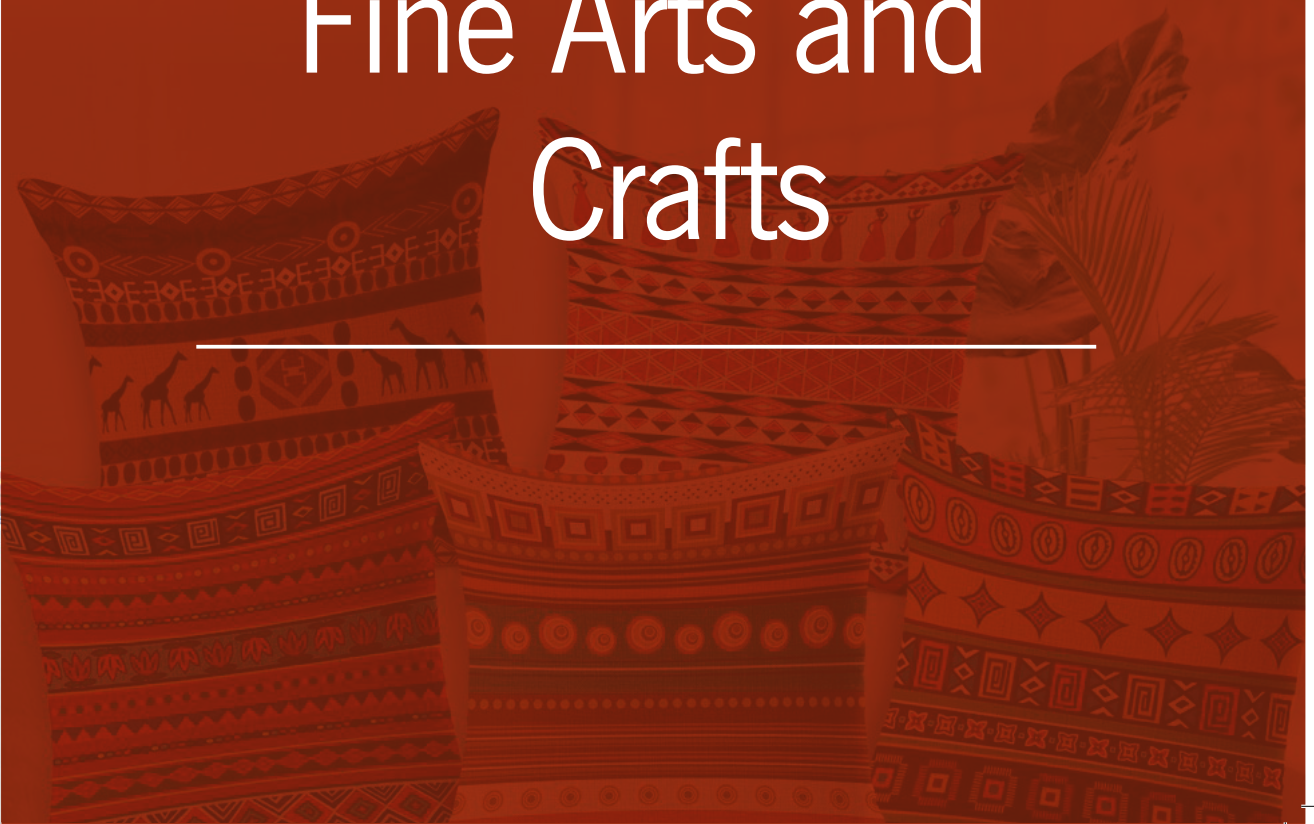


# Part 2



# creative **ARTS**

## Fine Arts and Crafts





# Unit 1

## Drawing Still Life and Nature

### My goals

By the end of this unit, I will be able to:

- Identify the materials and tools used in drawing and painting.
- Use different materials to draw and paint simple shapes from my surroundings.
- Talk about my work with friends.

### Introduction

Have you ever drawn a picture before? What was your drawing about? How did you draw it? Carefully look at Figure 1 on the next page and do activities 1 and 2.





Figure 1: A drawing by a primary school pupil



### Post Activity 1

1. List down all the objects shown in the picture.
2. Name the shapes that you see in the picture.
3. List down the colours you can see from the picture.
4. What is this picture about?

Do you know that you can also draw this picture if you get the right materials and use them properly? Well, you are going to try it out but after activities 2 and 3.



### Post Activity 2

1. List down the possible things that were used to produce the picture above.
2. Which of these things can be found in your surroundings?
3. In which other subject can you use these things?
4. What are the basic materials and tools for drawing and painting?



## Materials for drawing and painting

There are many things which can be used in drawing and painting. Some of them can be got from our surroundings while others can be bought from shops. We can know more about these things and the different ways of using them by going through the activities that follow below.

### Activity 3



1. List down the things from our surroundings that can be used in drawing and painting.
2. Which of these things have you used before?

Now check whether you know the things used in drawing by doing activity 4.

### Post Activity 4



Look at the things in Figure 2 and identify their names from the box that follows.





**Figure 2:** Materials for drawing and painting

Brushes, pencils, powder colours, charcoal, rubber, paper, crayons, cutter, sharpener, coloured pencils, chalks, ...

Such things which are used to make drawings and paintings are often called “**materials**”. You can use these materials in different ways to draw and paint pictures.

## How to use basic materials and tools for drawing and painting

In Primary One, Two and Three, you were used to holding a pencil and writing letters, words and sentences in your book. It is good you know how to write. In the same way, you can hold a pencil to draw a picture on paper. It is that simple, begin by holding your pencil freely and comfortably. Look at how a child freely holds a pencil as he draws on a paper in Figure 3. Now you are ready to draw a picture of your choice.





Figure 3: A pupil drawing with a pencil

### Practical Activity 5



1. Get a paper and pencil, then draw lines of your choice using a blunt pencil, begin with dots.
2. Sharpen your pencil and draw the same or similar lines again on another part of the paper.
3. Look at your lines and find out which ones look better.

Did you come up with lines like the ones shown in example A and B?

#### Example A



Figure 4: Lines drawn with a blunt pencil.

### Example B



Figure 5: Lines drawn with a sharpened pencil

I hope you were able to observe that the lines produced with a sharpened pencil look smarter. For such materials like pencils and crayons, they need to be sharpened with a cutter or sharpener in order to work properly. You can only get clear lines by using sharpened pencils. Such lines and dots help us a lot when we are drawing the different shapes of objects. They often provide us with the starting point in drawing and painting.

## How to draw and paint basic shapes of objects (still life)

Look around you. What objects can you see? How do they look like? What shapes can you see? What colours can you see? Well, such objects can be shown on paper by using materials for drawing and painting. Do you observe that the objects from your classroom have simple shapes such as rectangles and squares? What about triangles and circles?

I hope you have seen similar shapes in Mathematics. How are they called? They are called **geometric shapes**. Many manmade objects have such simple shapes. Shapes appear in different sizes; very small, small, medium, big and very big. Using different lines, you can draw the shape of a given object. Work out activity 6.

## Practical Activity 6



### Drawing artificial objects

1. Look around your classroom and list down the objects you can see.
2. Using a pencil and paper, draw two of these objects. Make them big enough to be clearly seen.
3. With the help of the colours available, paint these objects.

Now you have drawn a picture and I hope you are happy because you have painted it with the colours you like most. Would you show it to your friend? Keep your picture in a safe place. You will display and discuss it with your friends later on.

### Take Note:

You can make a complete drawing of objects using only a pencil and paper. But a drawing can look more interesting when you add in colour.

For example, look at the following pictures in Figure 6 and tell the difference between one drawn in pencil alone and another in colour.

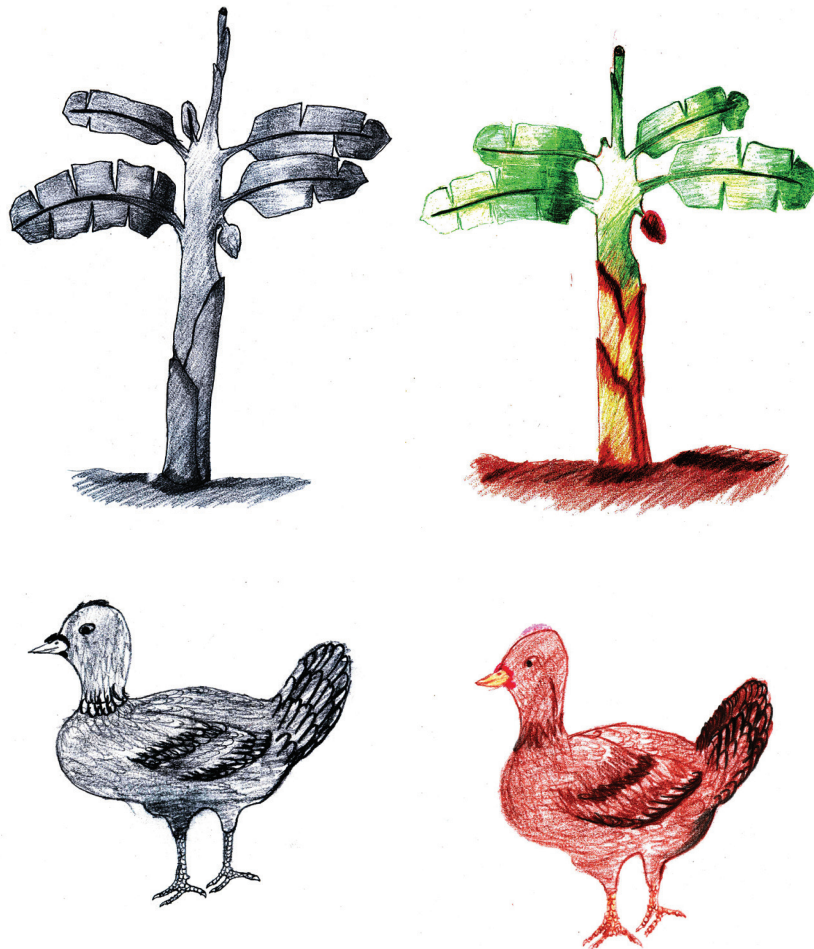


Figure 6: Drawings by a pupil in Primary Four

## How to draw and paint objects from our surroundings (Nature 1)

Our surroundings have a lot of objects which we can draw. These objects have a variety of shapes which are different from the ones you observed in class as you worked out Activity 6.

Objects from our surroundings often have natural shapes. For example look at the following objects and identify the natural shapes that were drawn. Can you name the objects that were drawn?



**Figure 7:** Drawings of natural objects by a pupil in Primary Four

## Practical Activity 7



### Drawing and painting natural objects

1. Visit your environment and pick a natural object (such as a plant, a flower, a leaf, an insect, or a fruit). Also use other objects which can be possible to be picked.
2. Using a pencil, draw the object on paper. Make sure it is big enough depending on the size of paper.
3. Paint the object using attractive colours.

You have just drawn objects from nature. These are called **natural objects** and they have got natural shapes. Keep your work safely for discussion later on.

**Take note:** Some of the natural objects you could draw and paint from imagination.

### Drawing and painting compositions from our surroundings (Nature 2)

We can also draw and paint objects from our surroundings to form a composition. Our surroundings have many objects. But to make an interesting drawing, you pick on a few and leave out the rest.

For example, the pictures shown in Figure 8 were drawn and painted by primary school pupils, showing compositions from their surrounding. Look at how the pupils selected a few objects to make up their pictures. Identify these objects and the colours that were used in the pictures.

Drawing often includes the use of dry materials such as pencils, charcoal, pens, pastels and sometimes ink. In painting we often use brushes and liquid paint.





**Figure 8:** Drawings by the pupils

You are going to draw natural objects by working out Activity 8.



### Post Activity 8

1. Think about the objects that you have seen in your surrounding outside classroom, around the school and home.
2. List down these objects. What shapes and colours do they have?
3. Draw any three of those objects together on paper and colour them.

You have just drawn and painted a landscape. Keep your work in a safe place. You later on will display and discuss them with your fellow learners.

### How to display your works

In drawing, we can learn a lot from each other. When you complete your picture, you can display it on walls or on soft boards. Make sure the work is pinned up in straight lines where they can be clearly seen.



Figure 9: Arrangement of pupils' works on the wall

For example the picture above shows how pupils' drawings and paintings were displayed on the wall. How were the different works displayed to look attractive?

I hope you can observe that the following aspects were followed to make the work look organised and attractive:

- Works follow vertical lines.
- There are equal spaces left between each work.

Now try to talk about the style of your work and that of your friends as you go through activity 9.



## Activity 9

### Display and Discussion

Display all the pictures you have drawn so far as a class. Make sure they are displayed properly where they can be easily seen. Look at all your drawings and try to answer the following questions:

1. Which objects appear in the different drawing?
2. What shapes were drawn? (Either geometric or natural)
3. What colours were used?
4. Are the drawings interesting?

I hope you can see that your drawing appears different from that of your friend. It means that the way you draw is different from the rest of your friends in class. The way your drawing looks like is what we call style.



## **Glossary**

---

- Drawing:** The process of making a picture using a pencil, pen, or crayon rather than paint.
- Materials:** Things we use to do something, such as pencils, crayons, charcoal and inks in drawing.
- Nature:** Objects from our surroundings which were made by God, such as plants, birds and insects.
- Painting:** The art of using paint to create pictures.
- Shapes:** The outline of something or figure. Or the external appearance of something.
- Still life:** Objects from our surroundings which do not have life in them, such as stones, plates, cups, plant leaves, bones and metals.
- Style:** A particular way of doing something.
- Tools:** Things which help us work, such as cutters, sharpeners, brushes and rubbers in drawing and painting.



## Unit 2

# Motifs, Patterns and Design Process

### My goals

By the end of this unit, I will be able to:

- Appreciate patterns from my surroundings.
- Use lines and shapes to make simple patterns on surfaces.

### Introduction

In unit 1, you were able to draw and paint shapes of objects from your surroundings. In so doing, you identified geometric and natural shapes. These shapes can be joined together to form patterns as you are going to discover in this unit.

### What are the patterns in the surroundings?



#### Activity 1

Look around your surroundings and identify objects with patterns. List down the shapes that were used to make the patterns.

From the objects observed in activity 1, I hope you were able to see that shapes are used to make patterns for many different purposes. For example, such patterns are used to decorate shirts, dresses, mattress covers, bedsheets, curtains, table clothes, carpets, and wall decorations.



## Activity 2

Look at the patterns on the following objects and identify those with geometric shapes and the ones with natural shapes.



Figure 1: Objects with patterns

### How to make motifs or patterns from our surroundings

From the examples shown in the picture above, you observe that patterns can be developed from shapes of objects from your surroundings. Then patterns are made by repeating these shapes in a particular way. Now in groups, try out activity 3.

### Practical Activity 3



Spread flour on a smooth table so that you form a uniform thickness. Get the cover of your pen and keep pressing it into the flour so that its image prints itself in the flour. Repeat this several times as you make a pattern. You have just made a pattern by **impression**.

Try this exercise with another found object such as a bottle top or an old sandle.

The patterns could be varied by changing direction as you press the object into the flour.

You are going to try out another way of making patterns on a given surface by going through activity 4.

### Activity 4



Go through the following activities;

1. Draw any geometric shape and repeat it several times to make a pattern on the given paper. Apply colours to the pattern formed.
2. Following any order of your choice, draw a natural shape picked from your surroundings. Repeat the shape several times to form a pattern on a given paper. Colours to the pattern formed in your way.

The two patterns you have made are also called **motifs**. As you have seen, patterns can be made directly on a given surface such as the one you made by impression. Patterns can also be made on a paper first, using lines and shapes and transferred to another surface.

## How to print patterns on a given material

In order to print a pattern, you will need the materials shown in the table below.

		
Manila paper	Cloth	Masking tape

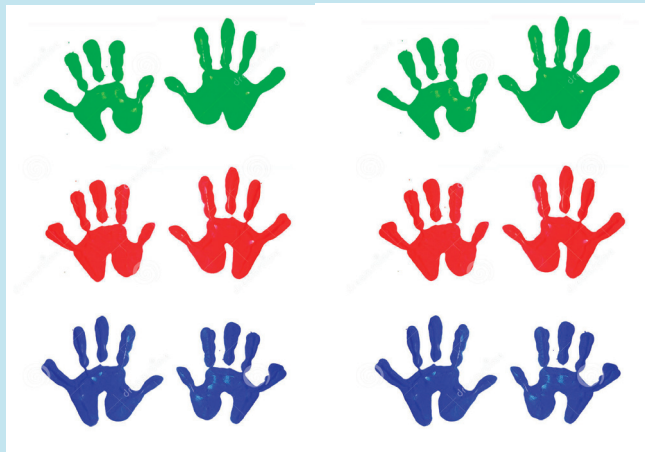
		
Cutter	Printing ink	Sponge

There are many ways of printing patterns, but we shall try out the simple ones.



### Practical Activity 5

1. Paint your hands with colour, when they are still wet, create a pattern by pressing the hands on a paper several times in your way. You could use different colours. For example look at the pattern below.



**Figure 2:** Patterns made using hand prints

In activity 5, you created patterns by touching paper with coloured hands. This process is called **stamping**. You can repeat this activity using the shape of a simple leaf. Try to follow horizontal and vertical lines.

This style of printing can be used to make bigger designs on any surface of your choice.

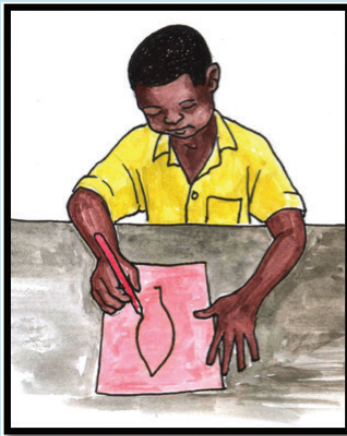


Patterns can be transferred to another surface to form a bigger design. For example look at designs on dresses, bedsheets and curtains. The way of making a big design with a given pattern is what we call a **design technique**. Now try out another design technique by doing activity 6.

## Practical Activity 6

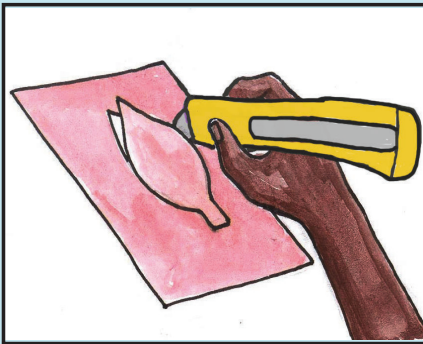


Draw a simple natural shape on a piece of manila paper. For example a shape of a leaf or an animal. This shape forms your motif.

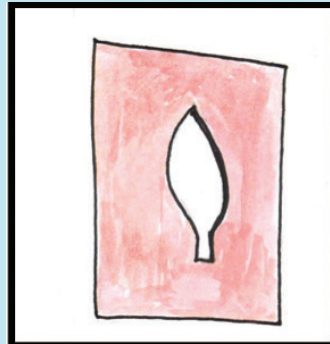


**Figure 3:** A pupil drawing a shape of a leaf

1. By use of a cutter, cut out this shape.



**Figure 4:** Cutting out a stencil



**Figure 5:** A stencil ready for printing

You have just made a stencil with a simple motif. This time you are going to use this stencil to create a larger design on a piece of cloth.



## Practical Activity 7

1. Fix the cloth on a flat surface (or table) using a masking tape and then place your stencil on top of it towards one edge.

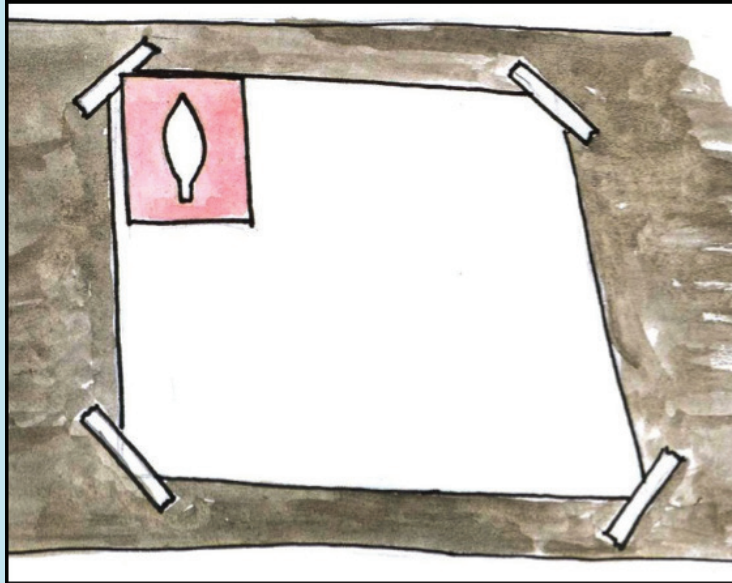


Figure 6: Fixing a stencil for printing

2. Using a sponge and printing ink, print out the shape several times to cover the whole cloth.

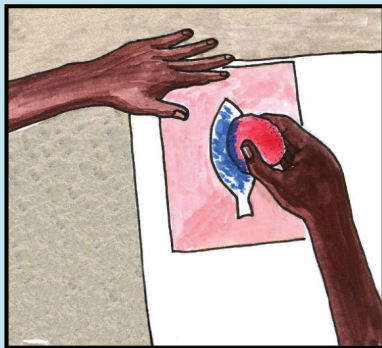


Figure 7: Printing with a stencil

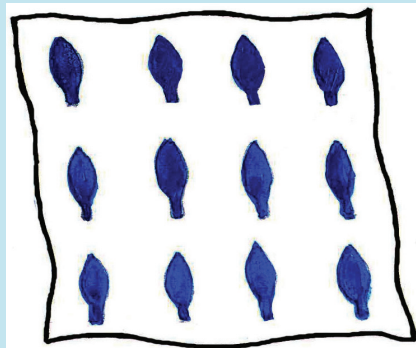


Figure 8: A cloth with designs printed using a stencil

Now you have made another design using a stencil. This type of design technique is called **stenciling**.





## Activity 8

Display your work and talk about how the lines and shapes have been used to create patterns.

**Take note:** Lines, shapes and patterns are very important while making designs. These have to be carefully arranged to make an interesting design.

## Glossary

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- Impression:** Creating a pattern by use of an image of a given object.
- Motif:** A set of patterns for a given design.
- Pattern:** A repeated decorative design; these can be in form of shapes.
- Stencil:** A material with a design cut into it.
- Stenciling:** Creating a pattern by use of a stencil and ink.



# Unit 3

## Letter Styles, Illustrations and Colour

### My goals

By the end of this unit, I will be able to:

- Appreciate the use of designs to communicate messages.
- Write simple texts in calligraphy.
- Design a poster using different letters and materials.

### Introduction

Ever since you started going to school, you have been taught how to write letters and numbers. Have you seen letters being used in any different ways? Letters are very important in passing on messages (*communication*). Look at the examples on the next page.



Figure 1 A newspaper



Figure 2 A signpost

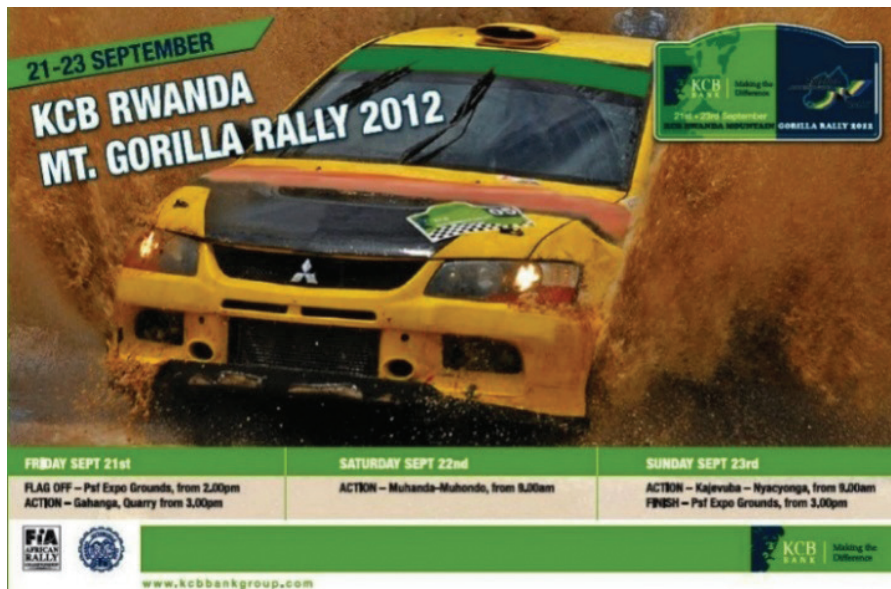


Figure 3: An Advertisement



## Activity 1

1. What can you see in the pictures?
2. List down the types of letters that were used in these pictures.
3. Write about the messages being communicated in these designs.
4. Mention the different places from your surroundings where you have seen letters being used to pass on message.

## What are the different letter styles in designing?

There are many different styles of letters used in designing. These letter styles have different names.

**Take Note:** There are many letter styles which can be got and used from a computer.

### Post Activity 2



Read the names of the letter styles in the box below and pick the right name for each of the groups of letters that follows.

Gothic style, Sans-serif style, Italics style, Three-dimensional style

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
QRSTUVWXYZabcdefghijklmnopqrstuvwxyz  
hijklmnopqrstuvwxyz  
0123456789  
.,:;'"!/?@#\$%&\*{(/\)}

*0123456789*  
*ABCDEFGHIJKLM*  
*NOPQRSTUVWXYZ*  
*abcdefghijklmnop*  
*qrstuvwxyz*



### How to write with letters

Do you know that you can create a design by using letters and images of your choice? Try designing letters by working out activity 3.



### Practical Activity 3

1. On the piece of paper provided carefully, design your two names using any letter types of your choice. Make your letters uniform in height as you follow straight lines.
2. Colour your letters.
3. Display your work and talk about the following aspects:
  - How neat is the work?
  - Are the letters clear and easy to read?
  - Are the colours attractive?
  - Do the letters follow straight lines?

You have just written artistic letters. This is called **calligraphy**. I hope you were able to note that letters which are neat make your design look more attractive. Therefore, when designing any work with letters, always make sure that the lines, shapes and colours look neat and attractive.



## Aspects of design in poster designing

### Activity 4



Look at the examples of designs below and talk about how lines, shapes, letters and colours were used.

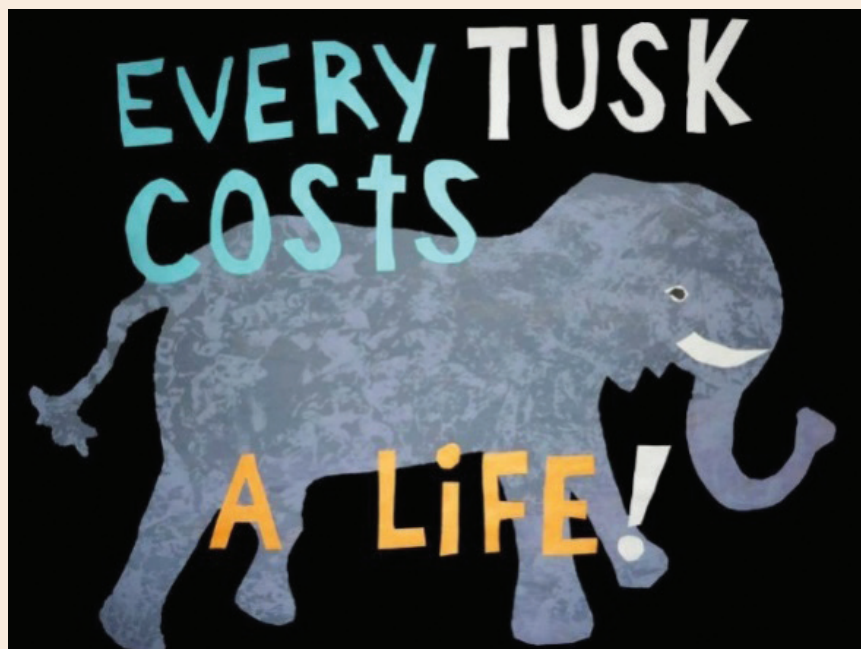


Figure 4: Designs made by pupils

You can try to make bigger designs in your free time by following the same aspects seen above. But first try out the following group activity.



### Activity 5

#### Designing a poster for an Art Club

1. Suggest a name for an Art Club.
2. Suggest an attractive picture for an Art Club.
3. On the paper provided, draw this picture and leave a space for the letters.
4. In the remaining space, design the name for an Art Club. Make sure the letters are attractive.
5. Apply colours of your choice. Make sure the work remains clean and neat.



### Activity 6

Display your posters and talk about the following:

- Neatness.
- The types of letters used.
- How attractive are they in terms of letters, pattern and colour?

The best poster design can be used to represent the image of our Art Club for Primary Four.

## Glossary

- Advertising:** Making something known to others.
- Calligraphy:** The art of designing letters.
- Lettering:** The art of constructing letters.
- Signpost:** A thing with information that gives direction or information about something or an event.



## Unit 4

# Clay and Methods of Building Clay Figures

### My goals

By the end of this unit, I will be able to:

- Prepare clay.
- Use clay to make simple art works.
- Decorate a clay article by incision and impression.

### Introduction

Have you ever seen clay? Where did you find it and of what colour was it? There are many objects which we use in our homes which are made out of clay.

### Post Activity 1



List down objects you have seen from your surroundings that are made out of clay.

Some of the clay objects can be made locally, yet others are imported. For example, look at the objects indicated below. What are their names?



**Figure 1:** Different locally made pots

If you are to make such fine objects as the ones seen above, you need to prepare clay. But do you know where to find clay for making such objects?

### **How to prepare clay**

Clay is a soil often found in swampy areas. But when it is dug out of the swamp it may not be good enough to use. To make clay more workable, you need to go through several steps of preparation.

## Activity 2



Follow the steps explained below and prepare your clay.

### Step 1

Dig out clay from a swamp. It often contains unwanted substances such as stones and plant roots which can be picked out using hands. This process is called **sorting**.



Figure 2: Sorting clay

### Step 2

Soak the clay in a container, such as a bucket, to form a porridge-like substance. This helps to break down the clay particles.

### Step 3

Sieve the clay to get rid of all other particles which could not be sorted out with the hands. Then pour the clay on a flat and clean surface such as the floor to get rid of excess water. This may take some two to three days, but do not let the clay dry completely, let it keep some moisture.

### Step 4

Gather the moist clay together into a lump. Roll the clay and press it until it feels uniform in your hands. This is what we call **kneading**. Clay should be kneaded to the level when it does not stick on your hands.



**Figure 3:** Kneading clay

### **Step 5**

Keep the prepared clay in a container with a lid, or simply wrap it in a polythene material. This is done to prevent the clay from losing moisture in order to remain workable.

## **Different ways of making clay shapes**

I hope you have already prepared your clay. Now you can make different shapes using different ways. But for now we are going to learn about the **coil** and **slab** ways of making clay shapes.

### **How to use coils to make clay shapes**

While making clay shapes, you can keep adding small pieces together until you come up with a wholepiece of what you are making. You can use small pieces of clay rolled to form coils. You need a flat surface to prepare these coils.

### Activity 3



1. Follow the steps below and make your pot.

#### Step 1

Get small chunks off your lump of clay and work along a flat surface.

#### Step 2

Roll the small chunks on a flat surface to form coils. These coils could be compared to the size of a pencil.

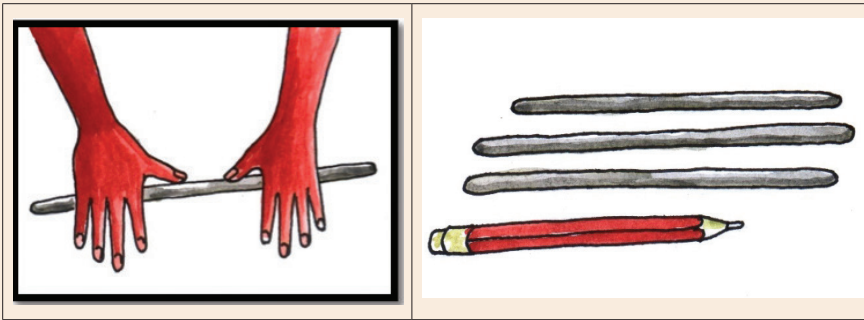


Figure 4: Making coils

#### Step 3

Get one coil and coil it around to form the bottom of your pot.

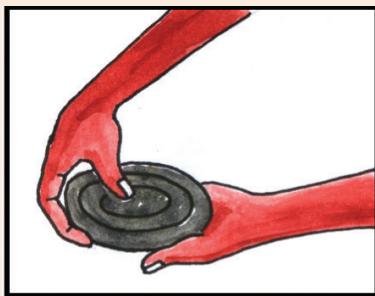


Figure 5: Forming the bottom

#### Step 4

Carefully add on a coil as you build the wall of your pot. Seal off the coil as you bind it to the bottom of your pot. This is done by pressing the coil on to the bottom by its side as shown in figure 6.



Figure 6: Sealing the coils in the bottom



### Step 5

Add on more coils as you get the height of your pot. Seal the coils from the inner side as it may be difficult for you when the pot is complete.



**Figure 7:** Forming the sides of the pot

### Step 6

After getting the size and shape of your pot, seal off the coils from the outer side of your pot. This could be done using a knife or a flat piece of wood in order to get a smooth surface.



**Figure 8:** Sealing the coils on the pot

2. Display your work and share ideas about the appearance of the pots and the use of clay.

**Take note:** Your clay pot should never be left to dry under direct sun light. It should be left to dry under a shade in order to avoid cracking or breaking.

You can decorate the surface of your pot when it is still moist. Study the different ways of making surface decorations from the next section.

### Using slabs to make clay shapes

You can use clay to make shapes in yet another way, such as slabs. For example, the objects in Figure 9 were made using the slab method. How are they different from the ones you made in activity 3?



**Figure 9:** Objects made using slabs

I hope you can observe that slabs can be used to make clay pieces with flat surfaces.

Make your clay article using slabs by doing the following activity. You need a flat surface, a roller or bottle to make slabs and a table knife to cut out shapes.

### Practical Activity 4



Use slabs to make your clay piece by following the steps below.

#### Step 1

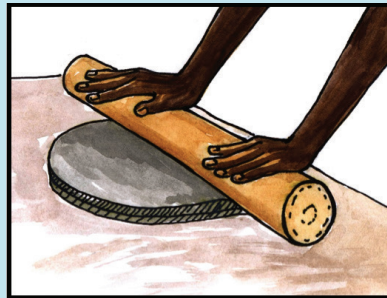
Get small chunks off your lump of clay.



**Figure 10:** getting chunks of clay

#### Step 2

Work on the chunks of clay with a roller to make slabs of a reasonable thickness.



**Figure 11:** Making a slab with a roller

### Step 3

Draw the shapes of the objects you want to cut out on the slabs. For example, a shape of a man or fish.

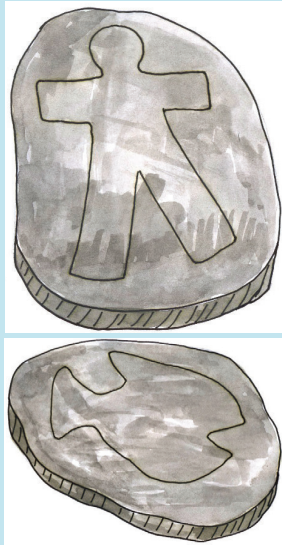


Figure 12: Slabs with sketches

### Step 4

Using a table knife, cut out shapes of the objects of your interest from the slabs.

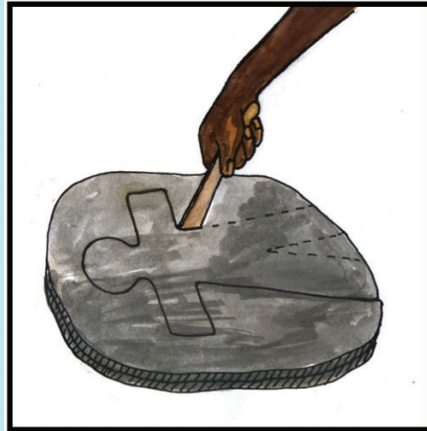


Figure 13: Cutting out the shape of a man from the slab

### Step 5

Decorate the article using a style of your choice to add details of the features of the object made.



Figure 14: Shapes with decorated surfaces

**Take note:** The objects made may include animals, birds and insects from your surroundings.

The art works you have just made are called **sculptures**.



### Activity 5



1. Display all your art works made in this unit.
2. Discuss the art works with your friends in terms of the shapes, use of clay and the decoration patterns.

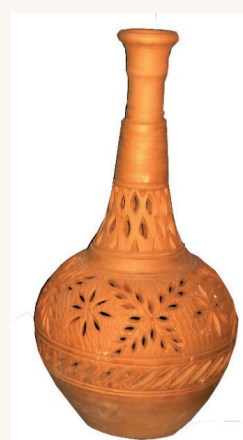
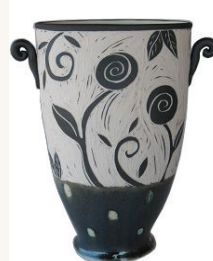
## How to decorate clay surfaces

Have you seen a pot with a decorated surface from your surroundings? How was it decorated? Indeed there are various ways of decorating clay surfaces.

### Activity 6



Observe the surfaces of the clay pots below and choose the word that fits each of the style that was used to decorate them.



Impression, incision, painting, etching

**Figure 15:** Pots with decorated surfaces

Decorations may be painted on, built on, cut in, or pressed into the surface using a textured object. You can select a particular way of decorating a pot depending on its appearance.

## **Glossary**

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- Coiling:** Rolling clay into small and long strips.
- Decorate:** Putting designs on a given surface.
- Kneading:** Rolling clay and pressing it to get rid of air spaces
- Roller:** Something round, often used to flatten something, such as a roller for clay.
- Sculpture:** The art of making figures by curving stone, or wood, modeling clay or casting metal or plaster.
- Seal:** To close or fasten something.
- Slab:** Clay pressed and made flat.
- Sorting:** Removing unwanted materials from something such as removing plant roots from clay.

## Unit 5

# Transforming different wasted articles into craftworks

### My goals

By the end of this unit, I will be able to:

- Identify wasted materials from the surroundings for making a collage.
- Use wasted materials to make collage articles.
- Appreciate other people's comments about your art work.

### Introduction

Look at the pictures in Figure 1 on the next page. What objects can you see in these pictures? These works were made by pupils using waste materials.



Figure 1: Pictures made from wasted materials



### Activity 1

Identify and list down the materials which were used to make these works.

## What materials can we use to make collage?

You can also use waste materials to make art works showing objects of your choice.

In dustbins you can identify materials with different shapes and colour. Such materials can make wonderful craft works.



## Practical Activity 2



Collect different materials which you can use to make craft works from dustbins in your surroundings. These may include; torn newspapers and magazines, bottle tops, pieces of cloth, plastics, wasted photographs and pieces of wood.



Figure 2: Some of the waste materials for collage

### How to make collage works

I believe by now you have enough waste materials in different colours, texture and shape. You are going to use these materials to make a craftwork by doing activity 3.

In order to work successfully, you need a pair of scissors, glue and a hard surface such as cardboard or a hard box paper.

**Take note:** Glue can be locally made. Do research about how to make glue from local materials.

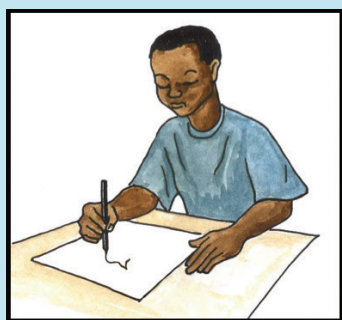


## Practical Activity 3

Use the waste materials that you collected to make a craftwork on a hard surface by following the steps below.

### Step 1

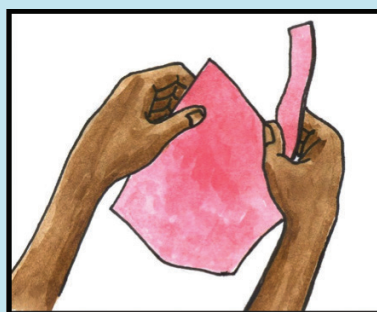
Draw the objects you want to appear in your work on a paper in a particular arrangement. This is your sketch. Suggest the colours and texture you want for your craftwork.



**Figure 3:** A Pupil sketching on paper

### Step 2

Split the materials you are going to use in small pieces. You may do this by cutting or tearing the waste materials according to the shapes, colours and texture you want in your craftwork.



**Figure 4:** Tearing papers into small strips

### Step 3

Arrange the pieces on the hard surface according to your sketch.



**Figure 5:** Arranging the different pieces of paper following the sketch

### Step 4

Carefully stick the pieces on the hard surface using glue, until you are done with the full art work. This method is called **pasting**.

### Step 5

Trim off all the unnecessary pieces so that your work looks neat. Trimming your art work is also important in order to make it look interesting.

You have just made a craftwork called **collage**. A collage is a work of art made from several materials.

## Activity 4



1. Display your work in an organised way.
2. Discuss the works with friends regarding the preparation of materials and how neat the work appears.



Figure 6: Finished collage pieces

## Glossary

- Collage:** The art of making art works by assembling different materials such as paper, dry leaves and photographs.
- Joining:** Putting or fixing two different parts together.
- Knoting:** The art of tying knotts on strings as a decorative activity.
- Pasting:** Putting materials on a given surface by use of glue.



# Unit 6

## Fabrics, Motifs and Pattern in Embroidery

### My goals

By the end of this unit, I will be able to:

- Identify embroidery designs from the surroundings.
- Make embroidery stitches.
- Decorate a cloth with patterns using embroidery.

### Introduction

In unit 2 we looked at how to make motifs and you made patterns on cloth using **stenciling method**. This time we are going to look at how to use threads to make patterns on cloth. This process is what is referred to as **embroidery**. For example, look at the works in Figure 1.

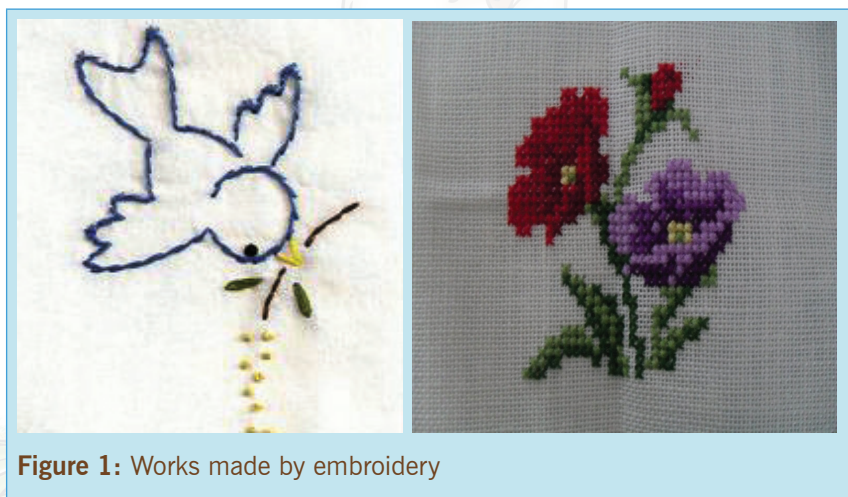


Figure 1: Works made by embroidery



### Activity 1

1. Identify the objects in the embroidery works above.
2. Mention the colours that were used in the two works.
3. Identify the materials that were used to make these works.
4. What type of stitches were used to make these articles?

## Materials and tools used in embroidery

In addition to cloth, the following materials and tools are used for embroidery.



Figure 2: Materials and tools used in embroidery



### Activity 2

Look at the materials and tools in the table above and identify their names from the box below:

Needles, rings or embroidery hoop, scissors, threads

**Take note:** Fabric is another name for cloth. Embroidery is easier to make on fabrics.

## How to make articles in embroidery

Embroidery can be used to make different articles such as chair backs, pillow cases and other designs on clothes.

In order to make an embroidery, you need to make stitches following a drawn pattern on the fabric. There are different types of stitches to be used, but the basic one is a line stitch which can either be a running stitch, or a back stitch. Then another type is a cross stitch. Go through activity 4 in order to get used to the stitches. But first learn to thread a needle in activity 3.

### Practical Activity 3



#### Threading a needle

Thread a needle by first holding a tip of the thread and making it stiff. Then carefully pass it through the head of the needle as shown in Figure 3.

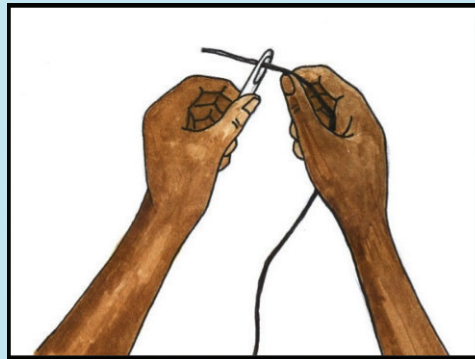


Figure 3: Threading a needle

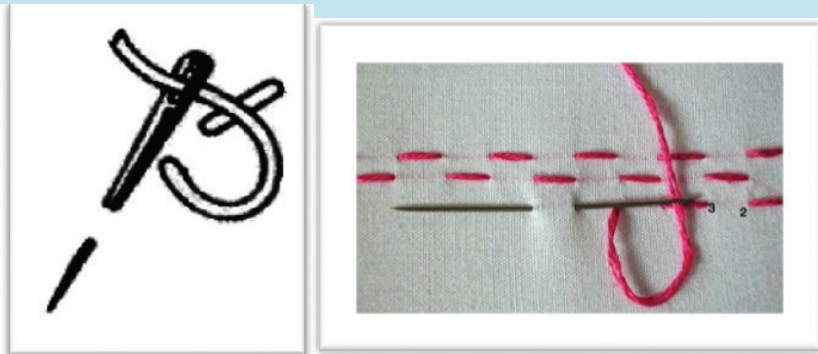
**Take note:** Always be careful while handling a needle to avoid hurting yourself.

### Practical Activity 4



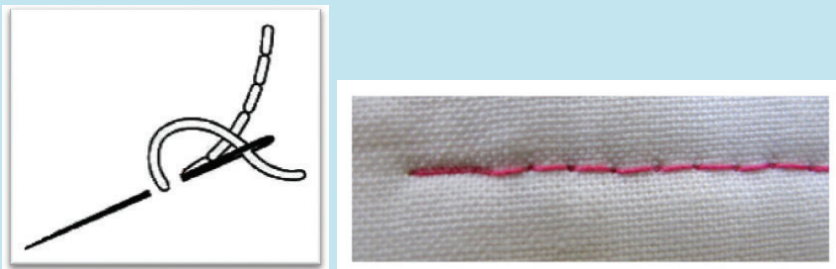
#### Practice with stitches

1. Make a running stitch on a piece of cloth. This type of stitch is made by passing the needle in and out of the fabric so that the thread is visible on top and underneath the cloth. This is done at equal distances as shown in Figure 4.



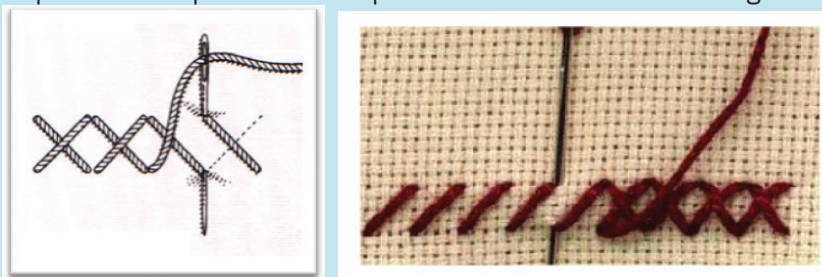
**Figure 4:** A running stitch

2. Make a back stitch on a piece of cloth. This is made by inserting the needle at the midpoint of a preceding stitch so that the stitches overlap by half lengths. Look at Figure 5. Unlike the running stitch, the back stitch leaves no gaps within the line.



**Figure 5:** A back stitch

3. Make a cross stitch on a piece of cloth. This stitch is made by passing the needle in and out of the fabric so that the thread is visible on top and underneath the cloth in zig zag. Then the process is repeated to complete the cross as shown in Figure 6.



**Figure 6:** A cross stitch

**Take note:** As you practice with the stitches, learn to make straight and firm lines, and how to make uniform spacing for neatness.

## The process of creating embroidery designs on textile

Now that you have practiced with the different stitches, you can choose a stitch of your choice to make an interesting embroidery design. Go through activity 5 to make an embroidery design.

### Practical Activity 5

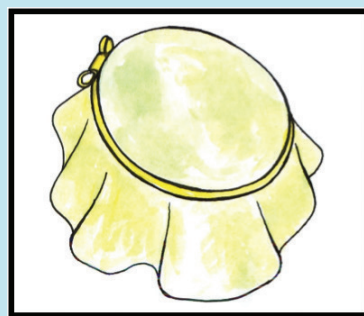


#### Making an embroidery pattern

Begin by forming groups and be ready with the necessary materials discussed at the beginning of this unit. Then follow the steps below.

##### Step 1

Stretch your fabric on the embroidery hoop or ring. It is important that you make the fabric taut in order to make your working easy. It is difficult to work on a folded fabric.



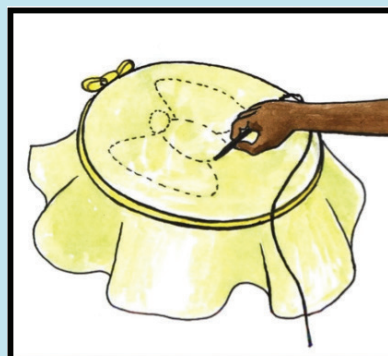
**Figure 7:** A cloth stretched on an embroidery loop or ring

##### Step 2

Using a soft pencil, draw the sketch of your object on the stretched cloth.

##### Step 3

Thread your needle and tie a knot at the end of the thread. Then poke the needle through the fabric using a stitch of your choice. Continue the process until you are done with your pattern. You can use threads in different colours to make your work more decorative.



**Figure 8:** Stitching the pattern

##### Step 4

When you are done, remove the fabric from the embroidery hoop. Then use a pair of scissors and remove all excess threads. Now you have your embroidery ready.





### Activity 6

Display your work in an organised way

Discuss the works regarding the following:

- The stitches used.
- The colours used.
- How neat and attractive the works appear.

### Glossary

**Embroidery:** Art of sewing designs on a fabric

**Stitch:** A piece of thread that is passed through a piece of material with a needle

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