



Creative Arts

Primary Five

Student's Book

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FOREWORD

Dear Student,

Rwanda Basic Education Board is honoured to present to you this Creative Arts Book for Primary Five which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of Creative Arts subject. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

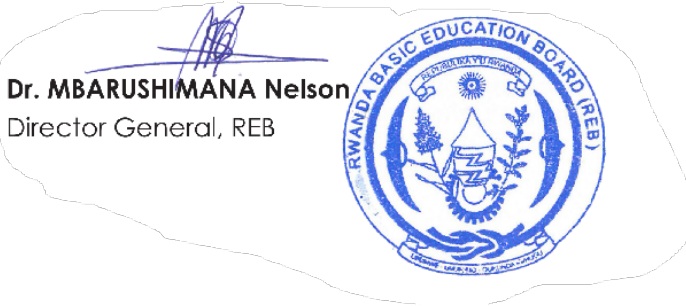
The government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate your learning process. Many factors influence what you learn, how well you learn and the competences you acquire. Those factors include the instructional materials available among others. Special attention was paid to the activities that facilitate the learning process in which you can develop your ideas and make new discoveries during concrete activities carried out individually or with peers.

In competence-based curriculum, learning is considered as a process of active building and developing knowledge and meanings by the learner where concepts are mainly introduced by an activity, a situation or a scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values. For effective use of this textbook, your role is to:

- Work on given activities which lead to the development of skills
- Share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role play, case studies, and research in the library, from the internet or from your community
- Participate and take responsibility for your own learning
- Draw conclusions based on the findings from the learning activities.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this book, particularly REB staff who organized the whole

process from its inception. Special gratitude goes to the University of Rwanda which provided experts in design and layout services, illustrations and image anti-plagiarism, lecturers and teachers who diligently worked to successful completion of this book. Any comment or contribution would be welcome for the improvement of this textbook for the next edition.



Dr. Mbarushimana Nelson
Director General, REB

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Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from the Curriculum, Teaching and Learning Resources Department (CTLR) who were involved in the whole process of in-house textbook writing.



Joan MURUNGI
Head of CTLR Department

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Part 1

**Music, Dance
and Drama**



Introduction

Creative Arts is a skill-based subject which greatly involves learners in practical work. The content for Primary Five is divided into two parts, namely Music, Dance and Drama and Fine Art and Crafts. The Music, Dance and Drama part is divided into three units. Then the Fine Art and Crafts part is divided into six units. Since Creative Arts as an area of study is competence based, that aims at acquiring knowledge and understanding it, skills, values and attitudes, these units require you to participate in many activities provided in this book.

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 tasks to do which will help you to learn and find out many things for yourself. You already have a lot of knowledge and ideas based on the experiences you have had in your life within 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 the 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.

Research

One of the objectives of the new curriculum is to help you 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 and magazines. This means you will develop the skills of learning by yourself when you leave school. Your teacher will help you if your school does not have a good library or internet.

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 icon

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



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.



Pair Activity

Pairing Activity icon

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



Fieldwork Activity

Fieldwork icon

Fieldwork means learning outside the classroom either in the school compound, the local area or in the learner's home area. It is suitable since it engages the learners and makes them involved in the learning process. Fieldwork can be used in all subjects.



Discussion/Vocabulary Reading

Discussion 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.



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.



Listening Activity

Listening Activity icon

The listening activity requires learners to carefully listen to the teacher or fellow learner reading a passage, poem or extraction on the subject and then answer the questions.



Observation Activity

Observation Activity icon

In some activities, you are expected to observe and write down the results from activities including experiments or social settings overtime.

Good luck in using the book.

Unit

1

Singing in tune with some expressions

My Goals

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

- Use the various tempos/speed and emotional expressions when singing.
- Rehearse the melody of the songs and then perform them in front of an audience.
- Sing songs with emphasis on emotion and control.

Introduction

Activity 1



1. Identify the most current and most enjoyed songs (hits) played on either radio or television frequently.
2. Sing one of the songs you have identified. A theme is the underlying topic in creative arts such as love, friendship, unity and reconciliation, patriotism and hard work as you will learn them later in this book.
3. Find some themes in the songs you have sung and write them down.

Good musicians always sing in tune in order to have their songs loved and enjoyed by many people, so if you wish to become one of the greatest musicians you need to learn to do the same.

Singing in tune is a skill acquired by practicing many times, using many songs. In this unit, you have an opportunity to do so by singing a variety of songs on some specific selected themes that will equally widen your knowledge and understanding of the society you live in.

Lesson 1: Church music

To worship and praise God through singing makes us one family of believers. Church music is interesting because it always gives many people chance to participate in singing.



Figure 1: Children singing



Activity 2

1. Look at the picture above and say what it is about.
2. Mention the roles played by the people in the process of singing in the pictures above.
3. Name some church musicians you know in Rwanda.
4. Identify one church song and sing it.

THIS IS THE DAY THE LORD HAS MADE

1. This is the day this is the day that the Lord has made that the Lord has made, we will re-joice we will re-joice and be glad in - it and be glad in - deed This is the day that the Lord has_ made we will re-joice and be glad in - it.

This is the day this is the day that the Lord has made.

2. We are the Peo-ple that the Lord has made that the Lord has made we will re-joice we will re-joice and be glad in - deed and be glad in - deed we are the peo-ple that the Lord has_ made we will re-joice and be glad in - deed. We are the peo-ple we are the peo - ple that the Lord has made.

The musical score is written in G major (one sharp) and 2/4 time. It consists of two verses. Verse 1 starts at measure 1 and ends at measure 24. Verse 2 starts at measure 32 and ends at measure 57. The score includes treble clefs, a key signature of one sharp (F#), and a time signature of 2/4. The lyrics are placed below the notes, with some words hyphenated across measures. Measure numbers are indicated at the beginning of each line of music.



Activity 3

Performing church music

Singing from memory.

1. Sing the song **This is the day the Lord has made**.
2. Explain the meaning in the song.
3. Sing the song with some clapping and actions/gestures to bring out the message in it.
4. Suggest some music instruments which can make this song more interesting.
5. Accompany the song with the suggested instruments if you can find them.
6. Perform the song expressively to other learners and allow them to comment on your strong areas and weak areas so that they may help you improve.



Activity 4

Project work

1. Identify another church song.
2. Practice it and sing it in tune with some expressions.

Lesson 2: General health

General health is the practice of keeping our bodies and surroundings clean in order to avoid falling sick

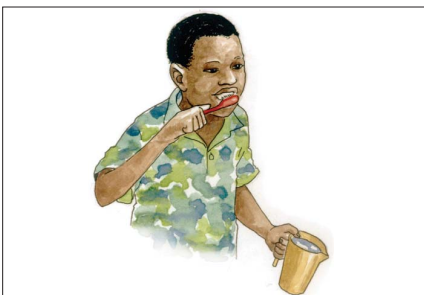


Figure 2: A child brushing teeth

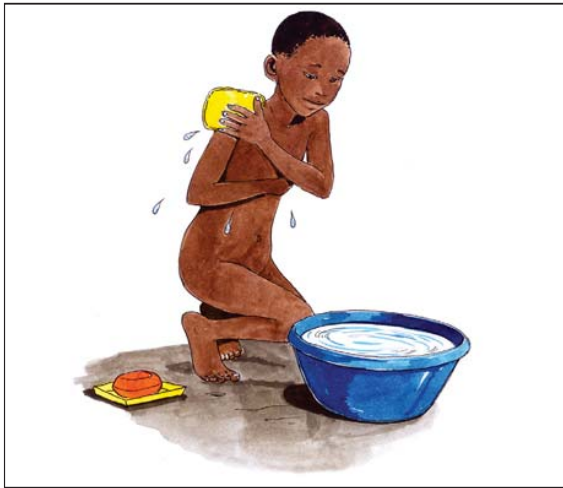


Figure 3: A child bathing



Figure 4: Children slashing grass



Figure 5: A girl sweeping a compound

Activity 5



1. Look at the pictures on page 10 and explain what the children are doing about their general health.
2. Sing the following song about “General health”.

GENERAL HEALTH

Jude Luwaga

Health is wealth health is good health is wealth health is good,
5 health is wealth health is good health is good for us to be ha -
10 ppy. 1).Let us clean our bo - dies so let us bath
19 wash our - hands brush our teeth wash our clo-thes to be
26 clean. Health is wealth health is good health is wealth
30 health is good, health is wealth health is good health is good for
34 us_ to be ha ppy. 2).Let us clean our E-nvi-ro - ment
41 health is good for us all, clean_ our homes and a round the
46 school health is good for us to be ha - ppy.



Activity 6

1. The song talks about cleaning our bodies and the environment. What should you do in order to do this?
2. When do you always have to wash hands?
3. If you do not take care of your general health which diseases are you likely to suffer from?



Activity 7

1. Learn the melody of the song and sing it from memory.
2. Sing the song with some actions and facial expressions (emotional expressions) to the rest of the class. After allow them to tell you where you did well and where you need to improve.



Activity 8

Project work

1. Choose another song about General health.
2. Learn the melody of the song and sing it from memory.
3. Sing the song with some actions and facial expressions (emotional expressions) to the rest of the class. Then allow them to tell you where you did well and where you need to improve.

Lesson 3: Peace Education

We all need a quiet, calm place to live in without violence and war. This is what we may term as peace. Such places where we need peace are at home, at school and in our villages.



Figure 6: Rwanda police holding criminals

Activity 9



1. Look at the picture above and tell what these people are doing in order to bring peace.
2. Sing the song that follows about Peace Education.

PEACE IS WHAT WE WANT

Jude Luwaga



Peace peace peace is what we want peace peace peace is
4 what we want. 1.To love to laugh and hug in peace
7 peace peace peace is what we want. 2.Rwandans young and
10 old we say peace peace peace is what we want.
13 3.Let us all re - spect each o - ther peace peace peace is
16 what we want. 4.Do not a - buse each o - ther
19 do not fight do not a -
22 buse each o - ther peace peace peace is what we want.
25 5.Let us love and hug in peace peace peace is what we want.

Activity 10



1. Do you know any country without peace?
2. The song talks about peace. What are the characteristics of peace mentioned in the song?
3. Mention other things that should be done to encourage peace.
4. If you do not keep peace what is likely to happen?
5. If you maintain peace, how do you benefit?

Activity 11



1. Learn the melody of the song and sing it from memory.
2. Perform it to your classmates.
3. Sing the song with some actions and facial expressions (emotional expressions) to the rest of the class. Then allow them to tell you where you did well and where you need to improve.

Activity 12



1. Choose another song about Peace Education.
2. Learn the melody of the song and sing it from memory.
3. Perform it to your group members.
4. Sing the song with some actions and facial expressions (emotional expressions) to the rest of the class. Then allow them to tell you where you did well and where you need to improve.

Lesson 4: Values and Tolerance

Just as you learnt about peace. We all need a quiet, calm place to live in without violence and war. We also always have some standard **behaviours** called **values** and **tolerance** that contribute to peace at home, at school, in our villages and our country at large. **Tolerance** means to be patient and kind to our friends' weaknesses or mistakes.



Figure 7: A child help an old woman



Activity 13

1. Look at the picture above and describe what the girl is doing.
2. Select among these words which ones refer to good behaviours. **Greeting, stealing, obedience, respect for each other, laziness, hard work, love for one another, abusing people, helping the needy, forgiving one another, patience.**
3. Sing the song that follows about Values and tolerance.

VALUES AND TOLERANCE

Values values val - ues values are good values values

10 val - ues values are good. E-v'ry where you go be

18 hum-ble e-v'ry where you go be hum - ble. Re-spect and o-bey

26 our pa - rents re - spect and o - bey our tea - chers, re - spect and o -

33 bey our lead - ers re - spect one an - o - ther

38 big or small re - spect one - an - o - ther old or young re -

44 spect one an - o - ther old or young, for what - e - ver you want

50 be po - lite re - quest and al - ways say thank you.

Activity 14



1. The song talks about Values and tolerance. What values are mentioned in the song above? Mention other values that are not mentioned in the song.
2. If you are well behaved, how do you benefit?
3. If you are badly behaved, what do you miss?



Activity 15

1. Choose another song about Value and tolerance.
2. Learn the melody of the song and sing it from memory.
3. Sing the song with some actions and facial expressions (emotional expressions) to the rest of the class. Allow them to tell you where you did well and where you need to improve.

Assessment

1. What do we mean by singing with respect to emotions?
2. What is a theme? Name the themes you sung about in Unit One?
3. Explain some problems of general health around your school.
4. Suggest how these problems of general health can be solved.
5. What values do you need to have in order to be useful to society?
6. Why do we need peace in our society?
7. If there is no peace what do we miss in our societies?
8. Why do people go to church?
9. A church service without singing is boring. What else does music help in the church?
10. Sing any song about one of the themes you have discussed above and write its lyrics (words) down then write short notes on its message to you.
11. Compose your own songs on the themes in Unit One.

Glossary

- Choir:** a group of people singing together in harmony in different voices such as alto, soprano, tenor and bass.
- Electronic devices:** any machine you can use to store your music, dance and drama such as computers, cameras, mobile phones, memory cards, radio cassettes and video cameras.
- Emotions:** strong feelings such as of love, happiness, courage, fear and sadness that a musician can reflect, express by his or her face, tempo and volume changes (dynamics) as he/she sings.
- General health:** keeping the body in good condition by cleaning it, the places around us and feeding well.
- Law:** a set of rules that a country puts in place to be followed in order to bring out peace.
- Musician:** someone who sings or plays musical instruments
- Singing to memory:** singing by recalling from your head; without reading from anywhere.
- Tempo:** any selected speed you use to sing a particular song. It could be very slow, slow, fast or very fast.
- Value:** good behaviour needed by everybody to live in peace with each other.
- Worship:** to show respect to God/gods through prayer, singing and praising.



Unit 2

Performing *Intore* according to *Umurishyo w'ingoma*

My Goals

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

- Differentiate types of **imihamirizo** dances.
- Differentiate types of **imirishyo y'ingoma**.
- Play drums in different styles (imirishyo).
- Dance matching body movement with **umuhamirizo** and **umurishyo w'ingoma**.

Introduction

Dance is one way in which we always express our inner feelings by moving our bodies. These may be happy or sad feelings, bravery or love. However, there are some famous dances that are used in our communities to bring out those feelings.



Activity 1

1. Name some dances that you know.
2. Have you danced any of them? Try it out for your classmates.
3. What feelings have you brought out while dancing?
4. Where have you been seeing it being performed?

Lesson 1: *Intore* dance

Intore is a war dance which used to encourage those who would go to war or hunting. Dancers would also perform after a successful hunt or battle. They used dancers and celebrated the victory in the court of the King.

Look at the **Intore** dancers below and do the activity that follows.



Figure 1: *Intore* Dance of Warriors

Activity 2



1. How many dancers can you see? Are they men or women?
2. What are they wearing on their heads, bodies and legs? What is the use of each of the things you have named?
3. Suggest by their facial expressions what feeling they are bringing out?

Lesson 2: Performers of *intore* dance

The word **Intore** translated from Kinyarwanda into English means 'Chosen Ones' or 'Leaders'. The *intore* dancers were males, elected by the king (Umwami) based on their physical strength and good behaviours. Since *intore dance* is more than a dance and the learning of dance steps, the *Intore* Dancers were also educated in the ways of how to behave in the King's palace as leaders. One of the oldest Rwandan music and dance groups is the *Intore* Dance Troupe. In the past they performed at the court of the Rwandan *mwami* or king. Today, they perform across the country and also at the National Museum in Huye (Butare).

Activity 3



1. Mention other dance groups in Rwanda that you know and where they always perform.
2. Observe *intore* dancers perform on the recorded device or live.

3. Imitate the *intore* dance movements, individually and in groups as some members accompany by singing and clapping.
4. Organise the stage and perform to the class as your audience. Allow them to tell you what you did right and what requires improvement.

Lesson 3: Accompaniments of *intore* dance

Intore dance is accompanied by singing loudly, clapping and drumming. The drums have different rhythms (*umurishyo w'ingoma*).



Figure 2: The drums used to play the different rhythms

The drums

Though loud singing and clapping are some of the accompaniments, drums are very important. Drums (*ingoma*) provide the required rhythms to encourage the dancer to have balanced movements and strong desire to dance. Drummers usually play together in groups as in the picture above.

Today, even females participate in performing **Intore** dance.

Activity 4



Observe the video recording again or live drumming

1. Count the number of drums and people who are playing them.
2. Find out what the drummers are using to play the drums.
3. Get one of the drums and learn how to play it.
4. Play together as a group to produce different beats (umurishyo w'ingoma).

Lesson 4: Performing Intore according to “Umurishyo w'ingoma”



Figure 3: Intore dancers



Activity 5

Dancing Intore with accompaniments

1. Watch and observe *intore* dance performance live or on recorded devices.
2. Imitate the *intore* dance you have viewed.
3. Accompany *umuhamirizo* with *umurishyo w'ingoma* and *ibyivugo*.
4. Organise the stage and present to the audience your *intore* dance. Allow them to tell you what was done well in your performance and the points that you need to improve.
5. What do we call a person who records dance using a video camera?
6. Why do we record our creative art works?



Activity 6

Research/project work

1. Visit a performing group in your local area and do the following:
2. Find out the name of the group.
3. When it was formed.
4. Which dances they perform.
5. How they benefit from their dancing.
6. The requirements which are needed to join them.

Assessment

1. What is dance?
2. Explain the message stored in the *Intore* dance.
3. Write short notes about the *Intore* dancers.
4. Write short notes about the *imirishyo y'ingoma* and their role to the *Intore* dancers.
5. Discuss the changes that have occurred in the use of *Umurishyo w'ingoma*, during the times of the king's palace and today.
6. Why is it important to record our dances on an electronic media such as CDs?

Glossary

- Accompany:** to use musical instruments, clapping and songs matching with the dance in order to encourage dancers to dance to their best.
- Communities:** the people who live together in the same local area.
- Court:** king's palace.
- Expressions:** changes in the face that shows inner feelings outwardly such as happiness or sadness. This can also be exposed quite often through the words we utter out as we sing such as a lively tone and tempo, joyful tone for happiness and dull tone and slow tempo for sadness.
- Inner feelings:** what you feel inside your heart such as joy, sadness, fear and anger.
- National museum:** a place prepared by a country for keeping their important things and information for future use.
- Organise stage:** prepare a place for dancing.
- Physical strength:** People's bodies full of energy needed to dance well.
- Record:** to store your piece of art on any storage object.
- Rhythm:** the drum sounds that encourage the dancers to dance well.
- War dance:** a dance that gives a historical background on how warriors used to fight with courage and won many victories in the battle fields. For example the Intore dance. It was danced in the past in the kings place to celebrate victory/success in war by the kings warriors.

Unit

3

Composing a short song in Kinyarwanda

My Goals

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

- Explain the meaning of the lyrics in a song.
- Identify the structure of a song.
- Compose lyrics with rhyme and rhythm.
- Give a melody to the lyrics.
- Perform the song before an audience.
- Enjoy performing short songs individually and with others.

Introduction

Music is always composed and performed in Rwandan ceremonies, festivals, and public gatherings; Rwanda has a growing population that needs a lot of music to enjoy. Therefore you need, to take up this opportunity to compose songs for your people as you also earn from it. You can be like artists such as Kitoko Shanel, Rideman, Tom Close, King James, Mani Martin and others.

Lesson 1: Hard work and success



Figure 1: Some Rwandan artists



Activity 1

1. Name some ceremonies, and public gatherings in which music is performed.
2. List the festivals and public gatherings.
3. Mention some other artists in Rwanda that you know.
4. Sing any song by any of the artists mentioned above.

What encourages composers to compose songs?

You have just sung a song but have you ever thought of how the singer comes up with a song?

A composer may reflect on the things which he/she has gone through such as happiness due to hard work and success like, working hard in school and passing examinations. He/she may also reflect on sadness caused by war, lose of a family member, lack of food and sickness which may lead to pain and death. Other events that inspire composition of songs are; wedding ceremonies, political campaigns, public functions, sports and worship.

Activity 2



1. Look at the picture on page 30 and tell what these people are doing.
2. Find a song on the theme **hard work and success**. If you do not have any, your teacher should provide you with one.
3. Learn it and sing it.
4. Explain what the song says about hard work and success.



Activity 3

Composing songs in Kinyarwanda

1. Find other words/lyrics in Kinyarwanda about hard work and success, arrange them with flowing rhythm and rhyme.
2. Create a melody for your lyrics.
3. Match the melody with lyrics.
4. Rehearse your song.
5. Sing your song to the audience/classmates. Allow them to comment on your composition so that they can tell you where to improve.



Activity 4

1. In your own words, compose short song lyrics on the theme **Hard work and Success**.
2. Match the melody to the lyrics. This process requires you to repeat yourself many times therefore, do not get tired to do so until your composition is good.
3. Perform your composition to an audience.

Some composers are encouraged to compose by the happenings surrounding them which we term as life experiences. For example, where people are divided, they disagree all the time or even go to war. A musician always uses such an experience to compose songs in order to encourage unity and reconciliation.

Lesson 2: Unity and Reconciliation

Songs are created from poems called lyrics. Below are lyrics on the theme Unity and Reconciliation in Kinyarwanda. Read it and do the activity that follows.



Figure 2: *President Paul Kagame joins residents in Umuganda to build homes for the needy*

Activity 5



1. Read the poem below about Unity and Reconciliation in Kinyarwanda.
2. Discuss the meaning of the lyrics.
3. Create a melody for your lyrics.
4. Match the melody with lyrics.
5. Rehearse your song.
6. Sing your song to your audience/classmates. Allow them to comment on your composition so that they can tell you where to improve.

RWANDA RWATUBYAYE

Rwanda nziza Rwanda yacu
Utatse ubwiza uteye neza,
Abagutuye bunze ubumwe,
Kuko twese turi bene kanyarwanda.

Imisozi n'ibibaya bigutatse
Biguha isura isumba iz'ibindi bihugu.
Twese abakuru n'abatoya
Tubisigasire ubudahwema.

Cyo nimuze twese
Dukunde igihugu cyacu,
N'umuco wacyo,
Urimo byinshi nitubirinde.

Abana bose bagane ishuri
Bahitoreze kuba intore,
Mu rugo iwabo babe indasumbwa,
Zizihye ababyeyi babo n'urwababyaye.

Ururimi rwacu turuhe umwanya
Ruraduhuza turukomereho,
Turuvuga tunarwandika by'umwimerere,
Nirwo gicumbi cy'umuco wacu.

Activity 6



1. Compose one more song on the theme Unity and Reconciliation.
2. Match the melody to the lyrics. This process requires you to repeat yourself many times therefore, do not get tired to do so until your composition is good.
3. Perform your composition to an audience and listen to their comments which will help you do correction in order to improve on your work.

Lesson 3: Patriotism

As some composers are inspired by their feelings, others by their life experiences, others are interested in encouraging values such as patriotism. This is the love for one's country in order to see that it is at peace, the citizens are united for a common interest such as planting trees, cleaning the environment and protecting the boundaries from enemies who may want to cause danger to the people.



Figure 3: Patriotic people



Activity 7

1. Which football team is shown in the picture?
2. Who is the lady shown on the top left hand side of the picture on page 35 of our Learner's Book.
3. Who is the person in the bottom left hand corner of the picture above (page 35)? Why is he remembered in Africa?



Activity 8

1. Identify a song on the theme patriotism.
2. Sing it to your classmates.
3. Identify what does the song says about patriotism.

UBUMWE

Igihe ni iki bana b'u Rwanda
Ngo ducinye akadiho tunaririmbe
Ubumwe bwacu kuko ari bwo ntego yacu.

Twishimire u Rwanda rwacu rwa Gasabo
Twirinde umwiryane n'amacakubiri
Turusigasire twubake ubumwe bwacu maze
Rukomeze rutembe amata n'ubuki.

Igihe ni iki bana b'u Rwanda
Duharanire kuba bene Kanyarwanda
Twishimire gukorera hamwe,
Maze amahoro ahinde igihugu cyose
Aganze iwacu mu rwatubyaye.

Activity 9



1. Use the lyrics provided in Kinyarwanda on the theme of Patriotism and create a melody for it.
2. Match the melody to the lyrics. This process requires you to repeat yourself many times so do not get tired to do so until your composition is good.
3. Perform your composition to an audience and listen to their comments which will help you do correction in order to improve on your work.

Lesson 4: Religion

As earlier on said worship and praise is done through music, so composers of church music are inspired to compose songs in order to help other believers to worship together as one family of God.



Figure 4: Church



Figure 5: Mosque

Let us first sing and then compose our own songs on the theme of “**Church Music**”.

UMUHAMIRIZO W'IBIREMWA

Gatsata Kigali St Famille

Mu- ze du - si - ng'-I - ma - na mu - ze du - ku z'-U - mu - re - myi

3 wa - du - ha - nga - ny'u - ru - ku - ndo na - twe tu - ra ku - ri - ri - mba

5 wo - we Ru - ta - re twe - ga - mi - ye wo - we Ru - ta - re twe - ga - mi - ye.

7 1. Mu - mpa - ma - ga - ri - re - za nku - mi - z'i - wa - cu - zi - ci - nye aka - di - ho - zi mu - shi - mi - ra.

9 i - zu - ba - ri - du - su - su - ru - tsa ni - Wu - bwe wa - ri - ha - nze.

Activity 10



1. Sing the song “**Umuhamirizo w’ibiremwa**”.
2. Sing the song with some expressions.
3. Write your own short lyrics in Kinyarwanda on the Religious theme and create a melody for it.
4. Perform your composition to an audience and allow them to comment on your work to help you to improve.

Activity 11



1. Compose a short lyric for a song encouraging your friends to work hard for success and perform it.
2. Compose a short lyric for a song encouraging your friends to work for unity and Reconciliation and perform it.
3. Compose a short lyric for a song encouraging your friends to be patriotic.
4. Compose a short lyric for a song encouraging your friends to love religion.

Assessment

1. What does the term composition in music mean?
2. Name six occasions that can inspire you to compose a song.
3. Name the themes that you have used in this unit that you composed songs about.
4. Why do we work hard?
5. What happens to people who do not work hard?
6. Why is unity and reconciliation emphasised in Rwandan education?
7. What is patriotism?
8. What does it mean to be patriotic?
9. What is religion?
10. What do people who don’t know religion miss?

Glossary

- Abasheshakanguhe:** people between youth and old (middle age)
- Baragususurutsa:** they make you lively and relaxed
- Boundaries:** lines that mark where one country ends
- Ceremonies:** a public or religious function such as school open day, independence days. Baptism days, Easter, Christmas and IDDI adhuha. IDDI elfitir for muslims.
- Citizen:** a person who has the legal right to belong to a particular country.
- Comment:** say out what you find out about something so that it can be improved.
- Compose:** create a song, a poem, a play or a dance.
- Ducinye akadiho:** let us dance in celebration
- Earn:** to make money for example through selling your music CDs or being paid after you have performed.
- Festival:** performance of music, dance and drama on the same days by many groups.
- Indasumbwa:** beyond comparison
- Intego:** objective, target, goal
- Lyrics:** words of a song
- Melody:** simple tune of music
- Population:** people living in a particular place.
- Proseperity:** state of climax of achieving good things

- Prosperity:*** achievement of success in terms of education, acquisition of wealth and peace
- Public:*** a group of people whom we teach through our music. Our songs convey to them good messages as pieces of advice, warnings not to make mistakes in life and encourage them to continue with good behaviour and discourage misbehaviour.
- Rehearse:*** practice a song, dance or drama.
- Rutembe amata n'ubuki:*** let Rwanda flow milk and honey; full of abundant prosperity.
- Utatse ubwiza:*** you are decorated with beauty
- Uteye neza:*** of all good qualities

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A vibrant collage of artistic supplies. The top half features a row of sharpened colored pencils in various colors like red, orange, yellow, green, blue, and purple. The bottom half shows a white artist's palette with several paintbrushes resting on it, surrounded by colorful watercolor splashes in shades of red, yellow, green, and purple. The text 'Part 2' is centered in a green, bold font, underlined with two green lines.

Part 2

A vibrant collage of artistic supplies. The top half features a row of sharpened colored pencils in various colors like red, orange, yellow, green, blue, and purple. The bottom half shows a white artist's palette with several paintbrushes resting on it, surrounded by colorful watercolor splashes in shades of red, yellow, green, and purple. The text 'Part 2' is centered in a green, bold font, underlined with two green lines. Below it, the main title 'Fine Arts and Crafts' is centered in a dark red, bold font, underlined with two dark red lines.

**Fine Arts and
Crafts**

Unit

1

Drawing and painting Still life and Nature

My Goals

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

- Mention the elements of art.
- Describe the colour and its behavior.
- Explain the process of drawing on a given surface.
- Describe the process of painting a picture.
- Draw objects from imitation and imagination.
- Respect the opinions of others about my own work.

Introduction

In Primary Four you were introduced to the art of drawing and painting in which you studied about objects from your surroundings. In doing so, you worked with different materials and tools. In this unit, you are going to do more activities in drawing and painting as you practice with different techniques. Try out Activity 1.



Activity 1

1. Take a walk outside your classroom and pick any two natural objects from your surroundings.
2. Using a pencil and a piece of paper, draw the shapes of the two objects.
3. Use coloured pencils to shade these objects.
4. Exchange your drawing with your neighbour and identify strong points and weaknesses in each other's work, regarding shape and colour.

Materials and tools for drawing and painting

I hope you were able to use your pencil to draw the proper shapes of objects. From activity 1, you are aware that coloured pencils are some of the possible materials used in drawing and painting. In Primary Four, you learnt about the different materials and tools used in drawing and painting. These include; pencils, rubbers, paper, crayons, charcoal, chalk, pen and ink, brushes and powder colours.

Remember, it is always a good practice to use a well sharpened pencil in order to produce good results in drawing. Besides the shading and painting technique, drawings and paintings look different according to the materials used. Work out Activity 2.



Activity 2

1. Observe the drawings in Figure 1 and identify the type of materials used in each drawing.
2. Which drawing has sharp contrasts and details?
3. Identify the light and dark shades in the drawings.

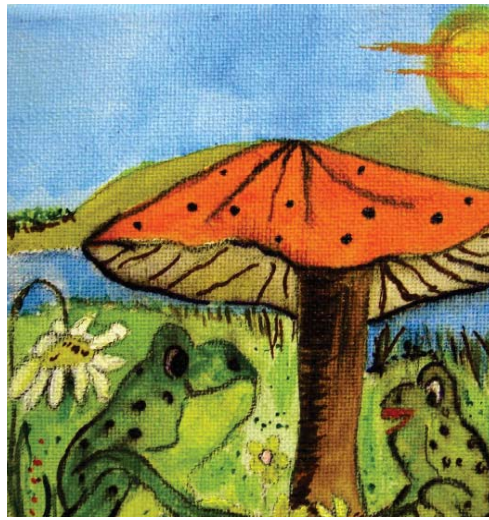
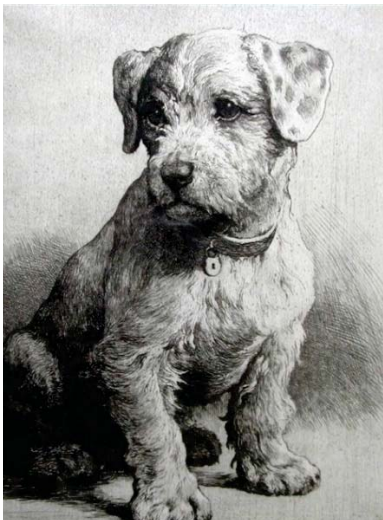


Figure 1: Drawings in different materials

By observing the drawings in Figure 1, you were able to note that pen and ink can be used to show more details in a drawing compared to crayons. Charcoal on the other hand shows much less details in a drawing.



Activity 3

1. Visit your surroundings and pick a plant with at least three leaves.
2. Using either crayons or charcoal, draw the plant.
3. Display your work and discuss it with fellow classmates.
4. Look at some of the drawings by Primary Five pupils shown in Figure 2 and 3.
5. What is the difference between these drawings and the ones you have drawn in activity 3?
6. Observe the difference between the drawings basing on the different materials used.

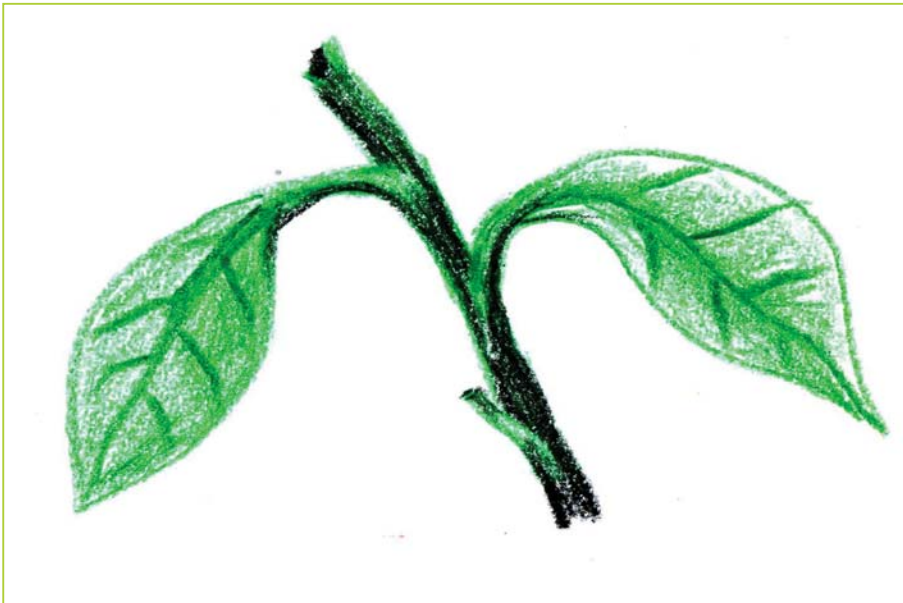


Figure 2: A pupil's drawing in crayons



Figure 3: A primary five pupil's drawing in coloured pencils

Colour and its behaviour

Colour usually makes a work of art look more exciting. It adds meaning to a work of art. In order to use colours effectively, you should know the different types and how to mix them. There are three primary colours, red, yellow and blue, as shown in Figure 4.



Figure 4: Primary colours

Primary colours naturally appear as shown in Figure 4. You cannot mix any other colours to get primary colours. Instead you can mix different primary colours together to get other colours. For example, two primary colours, mixed in equal amounts form one secondary colour. There are only three secondary colours namely; orange, green and purple, as shown in Figure 5.

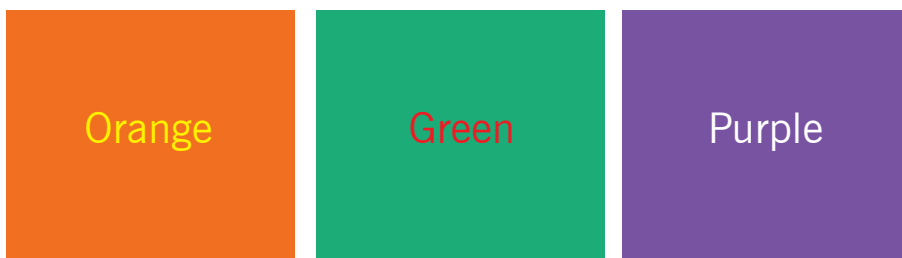


Figure 5: Secondary colours



Activity 4

Get your primary colours and brushes and follow the instructions below to make your secondary colours:

1. Dip your brush in yellow and paint on the paper with thick brush strokes.
2. When the yellow brush strokes are still wet on paper, dip your second brush in blue and paint over the yellow brush strokes. Look at Figure 6. Which colour do you observe on paper when the blue brush strokes mix with the yellow brush strokes?
3. Clean your brushes with water and dry them up.
4. Dip your brush in yellow and paint on another paper with thick brush strokes.

5. When the yellow brush strokes are still wet, dip your second brush in red and paint over the yellow brush strokes. Look at Figure 7. Which colour do you observe on paper when the yellow brush strokes mix with red?
6. Clean your brushes with water and dry them up.
7. Dip your brush in red and paint on another paper with thick brush strokes.
8. When the red brush strokes are still wet on paper, dip your second brush in blue and paint over the red brush strokes. Look at Figure 8. Which colour do you observe on paper when the blue brush strokes mix with the red brush strokes?



Figure 6: Brush stroke of yellow and blue



Figure 7: Brush strokes of yellow and red



Figure 8: Brush strokes of red and blue

I hope you observe that the colours you have got with the brush strokes are called **secondary colours**. When you mix yellow with red colour, you get orange. When you mix yellow with blue, you get green. When you mix red with blue colour, you get purple.

Tertiary colours are got when you mix a secondary colour with a primary colour in equal amounts. These include such colours as blue-green, red-purple, yellow-orange, yellow-green, blue-purple and red-orange.

Elements of drawing and colour application

It is hard to draw a picture without following any components. The elements of art form these components. These include, **space, lines, shape, form, tone, texture** and **colour**. While drawing, lines are used to create shapes in a given space. Then we shade this shape with tones in order to create the form of the object being drawn.

All objects have different surface qualities (this is called **texture**). The surface of an object may be rough, smooth, soft, greasy, dry or wet. The texture of a given object can be got by the style used in shading. For example, look at the stages of drawing in Figures 9, 10, 11 and 12.



Figure 9: A kettle drawn with lines



Figure 10: A kettle with tones

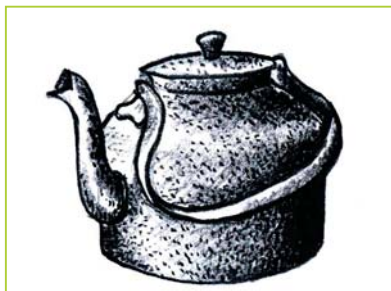


Figure 11: A kettle with texture of dots and broken lines

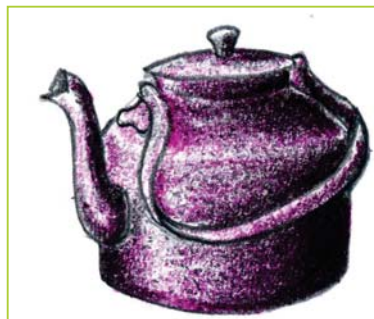


Figure 12: A kettle shaded with coloured pencils



Activity 5

1. Follow the steps shown in Figures 9, 10, 11 and 12, and draw an object from your surroundings.
2. Exchange your drawing with your neighbour and discuss it in terms of the elements followed.

Methods of drawing and colour application

There are several methods for drawing and painting. Such methods largely depend on one's creativity while using a given material. The method used in drawing determines the **texture** of a given objects in the composition. For example, look at the **shading** method used in the drawings in Figures 13, 14, 15 and 16.



Figure 13: Continuous shading



Figure 14: Hatching



Figure 15: Using dots

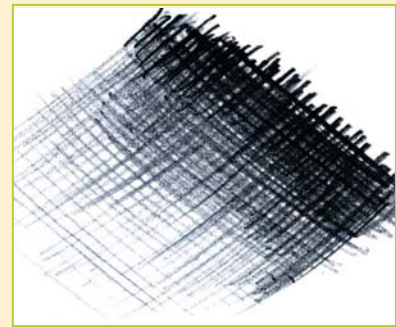


Figure 16: Cross hatching

Activity 6



1. Pick an object with a rough texture, from your surroundings.
2. Draw this object on a piece of paper, using a material of your choice.
3. Using a method of your choice, shade the object.
4. Display and discuss your drawings with your peers.

Drawing through imitation and memorisation

Imitation

In the previous section, you have drawn and painted objects as you look at them. Sometimes we can draw or paint an object by copying it directly from another work of art. This is what is often referred to as **imitation**. It is often done in order to copy and practice with the technique used by the other artist. This can be in terms of the materials used, the colours used or the shading technique used in the drawing. For example, observe Figure 17 and do Activity 7.

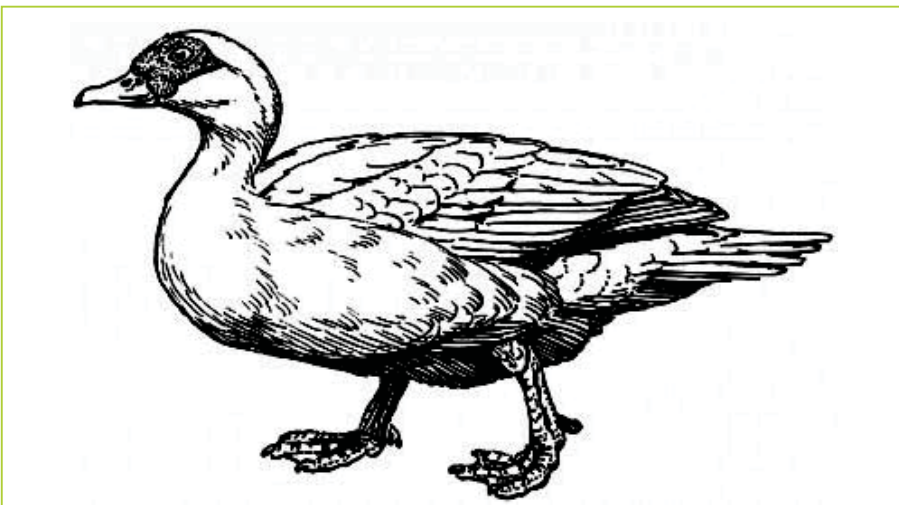


Figure 17: Drawing of a duck



Activity 7

1. Using a pencil and piece of paper, draw the picture in Figure 17.
2. Using colours of your choice, shade your work.
3. Keep your drawing in a safe place.

Memorisation

When you move along in different places, the brain keeps the images of each object that you see. When you observe an object, it is easy to describe its appearance the next time you are asked to do so. When you keep record of something you have observed, it is called **memorisation**.

Sometimes you can draw from memory. This means drawing objects which you observed for some time before. For example, you may be asked to draw a house, a car, a man, a girl, or a cat. You could only succeed to draw these objects if you have ever seen them before and observed their details.



Activity 8

1. From memory, draw one of the following animals.
 - (a) A cow
 - (b) A hen
2. Using colours of your choice, shade these animals.
3. Display your work for activities 7 and 8, and discuss it with your friends.

Assessment

1. Using a material of your choice, draw a landscape with trees.
2. Paint a bird on a piece of paper.
3. Draw an object from your surroundings and shade it using dots.

Glossary

- Elements of art:*** these are the building blocks or components used by an artist to make a work of art.
- Imitation:*** the act of copying or reproducing something made by another person.
- Memorisation:*** The process of drawing images from someone's mind or memory, after having observed something before.
- Principles of art:*** guidelines or rules followed while making or talking about a work of art.
- Shape:*** an area with well-defined boundaries or contour.
- Texture:*** the smoothness or roughness of a surface of an object.
- Tone:*** the variation from light to dark according to the effect of light on the surface of an object.
- Value:*** the degree of darkness or lightness of a tone in a work of art.

Unit

2

Motifs, pattern and design process

My Goals

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

- Identify various ways of making different motifs.
- Explain the ways of applying patterns and colour on surfaces.
- Create different patterns for printing on a given surface.
- Respect opinions of others about my own work and that of others.

Introduction

Our environment provides a variety of designs from which different patterns can be made. In Primary Four, you made patterns using **impression** and **stenciling** techniques. How was your experience in making patterns and the printing exercise? In this unit, you are going to study more patterns from nature. You are also going to develop and simplify them to create interesting motifs.

Motif patterns from the surroundings

There are many objects from nature with interesting patterns. These patterns can be identified in terms of the shapes, colours and texture of the different objects. For example, look at the patterns on the different objects in Figure 1.

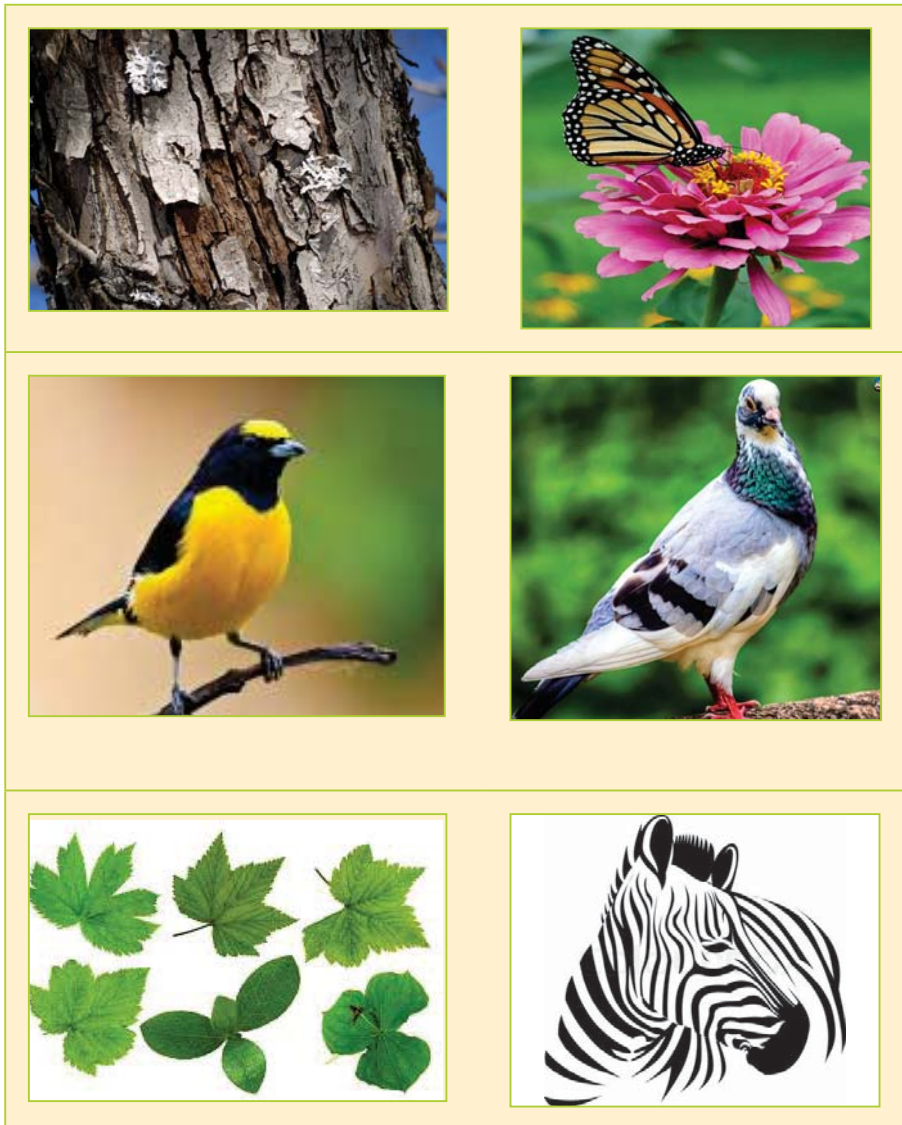


Figure 1: Objects with different patterns

Activity 1



1. Carefully observe the objects in Figure 1.
2. Identify the different patterns on these objects.
3. Draw the pattern you have identified on a piece of paper.
4. Repeat these patterns in any arrangement of your choice to cover the whole paper.
5. Display and discuss your pattern regarding the arrangement followed to create your pattern.

There are many different ways of arranging your patterns to create your design. Such ways include the following:

- Repeating the pattern side by side without changing it. (Look at Figure 2)

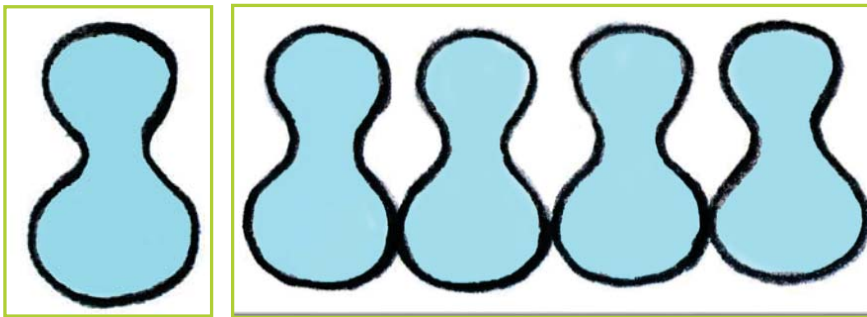


Figure 2: Repeating a pattern side by side

- Repeating the pattern by inverting it as a reflection and repeating the arrangement as shown in Figure 3.

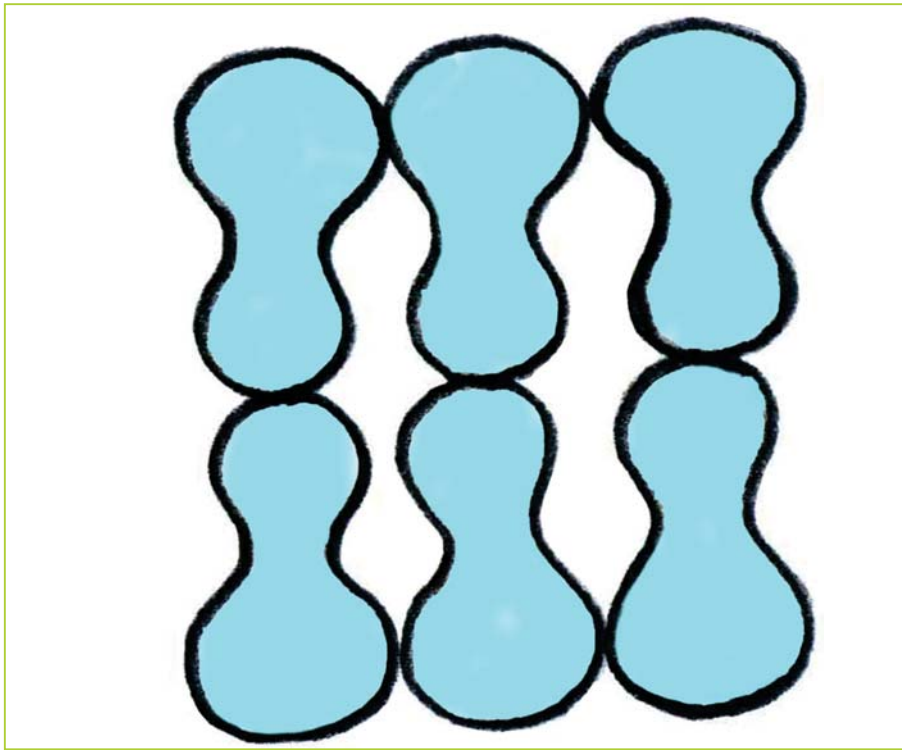


Figure 3: Repeating a pattern as a reflection

- Alternating the pattern diagonally, you get a design as shown in Figure 4

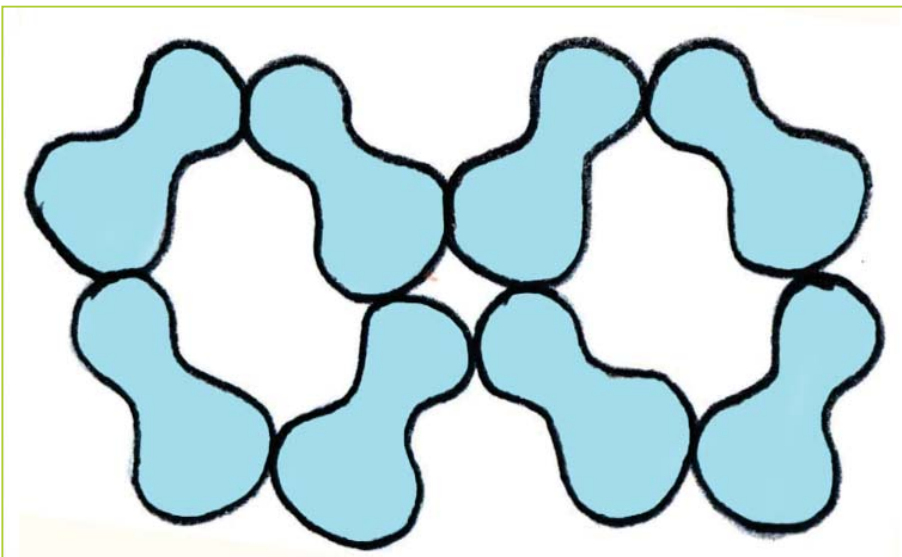


Figure 4: Repeating the pattern diagonally

Activity 2









1. Move out of your class and observe the different objects in your surroundings.
2. Identify objects with interesting patterns; from their shapes, colour and texture.
3. Sketch these patterns on paper and go back to your classroom.
4. Shade your patterns with colours of your choice.
5. Create a motif by repeating your pattern in an arrangement of your choice.
6. Discuss these patterns with your neighbour.

Pattern development by impression, stenciling and stamping

Developing a pattern on a given surface is not new to you since you studied pattern making and printing in Primary Four. You made some activities in printing by impression, stamping and stenciling. In this section, you are going to study more about the stamping and stenciling techniques in designing.

You need the following tools and materials for designing:

 Pencils	 Printing ink
 Paper	 Sponge
 Cloth	 Sweet potatoes



Printing by stamping

In Primary Four you studied about printing by impression, stamping and stenciling. Getting perfect work using such techniques requires enough practice. Therefore in this section, we are going to do more practice with the stamping technique. For example, look at the patterns which were made by stamping shown in Figure 5.



Figure 5a: Patterns produced by stamping



Figure 5b: Patterns produced by stamping

Remember, to get a pattern while using a stamping technique, you need to cut the pattern on a soft material first, then dip it into ink and print it on a paper.

As you can see the patterns in Figure 5b, patterns for stamping have to be simple. You have to prepare your stamp with a simple pattern. Then the printing order as you stamp largely depends on your creativity. You are going to make your pattern using the stamping technique by doing Activity 3.

Activity 3



1. Pick an object from your surrounding with an interesting pattern.
2. Draw it on paper, using a pencil.
3. Develop a pattern from the drawing of your object. The pattern should be made simple for stamping.
4. Slice the Irish or sweet potato into two pieces.
5. Cut the design on the potato. (Use the knowledge you got in Primary Four).

6. Apply ink on the cut pattern on the potato.
7. Print the pattern on the whole cloth by stamping, while using a piece of sponge and printing ink.
8. Clean the work place.
9. Display your work and discuss it with friends in terms of the pattern arrangement and neatness.

Take note

- Stamping is often used for smaller and simple motifs. But for more complex designs, you need to try out other techniques such as stenciling.
- You can use the stamping technique to label or mark your property.

Printing by Stenciling

Printing by stencil requires you to prepare your design first on paper. You cut the design on a stencil and print on another surface using a sponge and printing ink. Look at examples of stencil–printed designs shown in Figure 6 pattern A and Figure 6 pattern B. Observe these patterns and work out Activity 4.

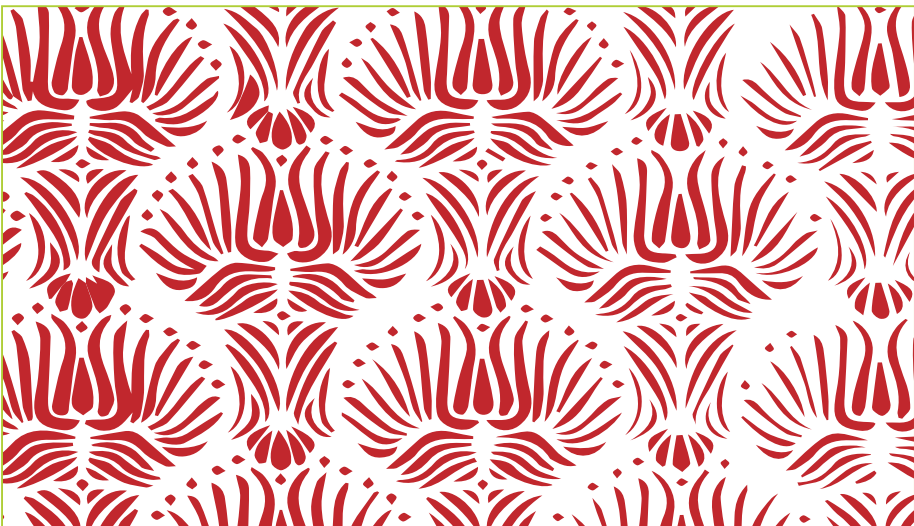


Figure 6: Pattern A



Figure 6: *Pattern B*

You can follow these steps to make your stencil print.



Step 1

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 as shown in Figure 7.

Figure 7: *A pupil drawing a shape of a leaf*

Step 2

By use of a cutter, cut out this shape as shown in Figure 8 and 9



Figure 8: Cutting out a stencil

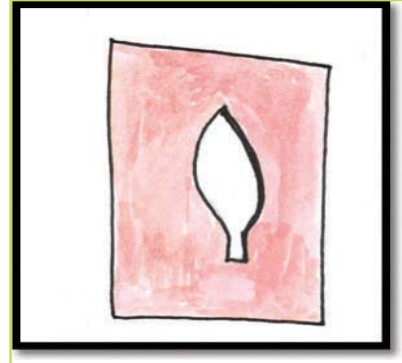


Figure 9: A stencil ready for printing

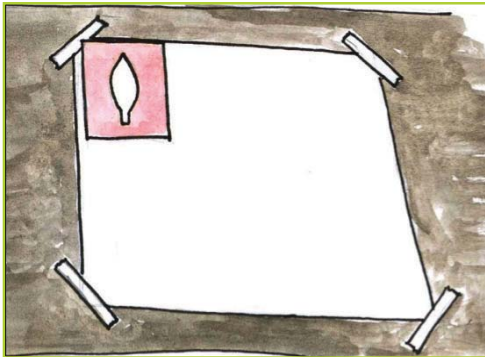


Figure 10: Fixing a stencil for printing

Step 3

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. Look at Figure 10.

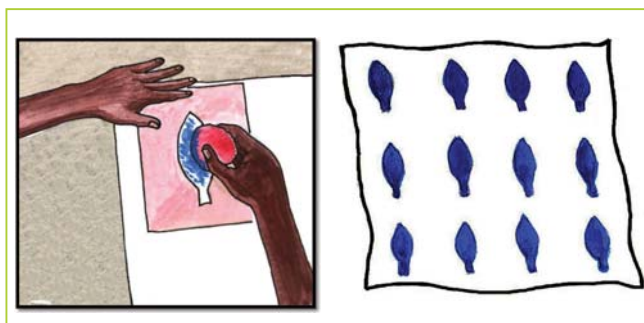


Figure 11: Printing with a stencil

Figure 12: A cloth with designs printed using a stencil

Step 4

Using a sponge and printing ink, print out the shape several times to cover the whole cloth. Look at Figure 12 and 13.

Activity 4



1. Pick an object from your surrounding with an interesting pattern.
2. Draw the pattern on paper using a pencil. The pattern should be more detailed than the one you drew in Activity 3.
3. Cut the pattern on a stencil with a cutter. Take care not to hurt yourself.
4. Use a sponge and printing ink to print the pattern on a cloth.
5. Clean the work place.
6. Display your design and discuss it with your friends in terms of the pattern arrangement and neatness.

Assessment

1. Pick one object with an interesting pattern from your environment.
2. Sketch the pattern on paper, cut it on a stencil and print it on a paper.

Glossary

- Design:*** the arrangement or pattern of elements or features of an artistic or decorative work.
- Impression:*** a means of creating a design by pressing a pattern on a given surface.
- Motif:*** a unit of a pattern which is often repeated to make a complete design.
- Pattern:*** a repeated form of design usually used to decorate something.
- Stamping:*** a technique of producing designs by beating or striking a surface with a design using some force.
- Stenciling:*** a technique of printing designs using a stencil.

Unit

3

Letter styles, illustrations and colour

My Goals

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

- Identify the different elements of graphic designs.
- Describe the process of making calligraphic works and posters.
- Create different graphic designs.
- Appreciate the value of graphic work in the community.
- Value the opinions of others about my own work.

Introduction

Graphic work plays a big role in communicating messages to our community. In Primary Four, we discovered that letters are very important in making designs and indeed you made designs on your own. Now try out Activity 1.



Activity 1

Discuss the following questions.

1. Look around in your classroom, your school environment and local community and identify the available graphic works.
2. What type of message is being communicated by these designs?
3. Identify some information in your classroom and on the school notice board that needs to be designed in a special way.
4. Pick one idea from the school environment and design a poster for it.
5. Display and discuss your posters together with your friends.

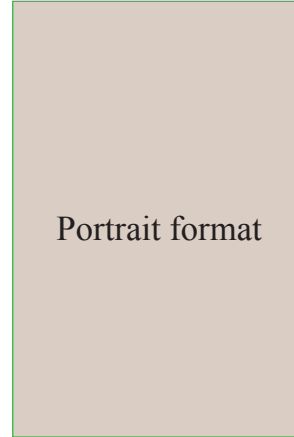
Were you able to make a proper choice of letters for your design? What about the colours you used, were they attractive? Did they add value to the meaning of your poster? Remember, the message in your poster has to come out as clearly as possible.

Elements of graphic design

Whenever you are designing any graphic work, there are components to follow. These include **space, line, colour, shape, texture, value** and **size**. We are going to study about some of these elements as we make different designs.

Space

Graphic work is always designed in an area or space. Such space can be either vertical or horizontal as shown in Figure 1. While fitting in words and images in your design, space has to be balanced. To achieve the principle balance, the space you leave on the left should be the same space you leave on the right.



Now take a look at the posters in Figures 1, posters A, B, C and D and work out Activity 2.

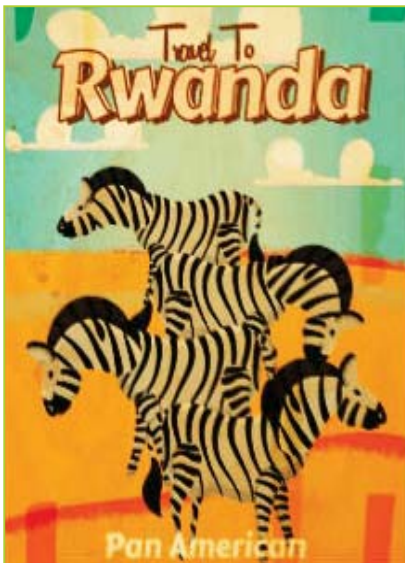


Figure 1: Poster A

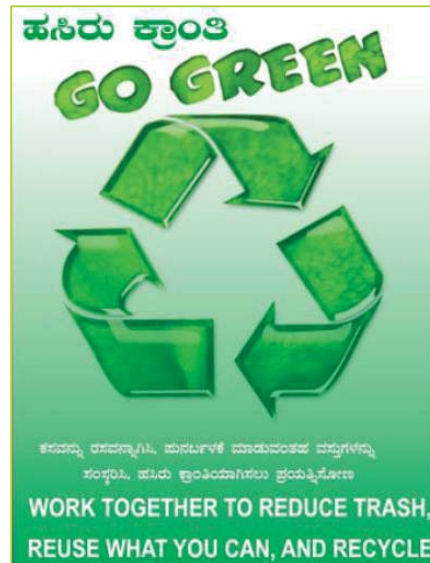


Figure 1: Poster B



Figure 1: Poster C



Figure 1: Poster D

Activity 2



Observe Figures 1, posters A, B, C, and D and answer the following questions.

1. What message is displayed by each of the posters?
2. Describe how space has been used in the four posters.
3. List the colours used in the posters.
4. Identify the different lines used in the four designs.

Colour

Look around you. How many colours can you see? Indeed there are several colours in your surroundings. Some of the objects can be easily identified from others because of their colour. Imagine how the designs in Figures 1, 2, 3 and 4 would look like without colour. Would you easily identify their messages?

Colour is identified when light falling on a given shape is reflected back to the eye. In Unit 1, you studied about the primary and secondary colours. You are aware that there are only three primary and three secondary colours. Colour can be grouped in many different ways. But as of now let us focus on **cool** and hot or **warm colours**. Figure 2 shows a **colour wheel** with warm and cool colours.



Figure 2: Cool and warm colours



Activity 3

1. Observe Figure 2 and mention two warm colours and two cool colours.
2. Identify warm and cool colours from your surroundings.
3. Observe Figure 1, posters A, B, C and D again and mention the cool and hot colours that were used.
4. How were the colours used to make letters and images to be easily seen?
5. Compare the use of colours and space in Figure 1, posters A, B, C and D with the poster you designed during activity 1, in this unit.

In order to produce an interesting design, always use colours in **contrast**. This means that colours of different shapes in a design should be clearly identified from each other. Contrast helps us see clearly the different components of a design.

Line

Lines play a big role in designing. They are used in many different ways to create meaning in a design. For example, look at the different lines in Figure 3. In which type of design have you seen such lines?

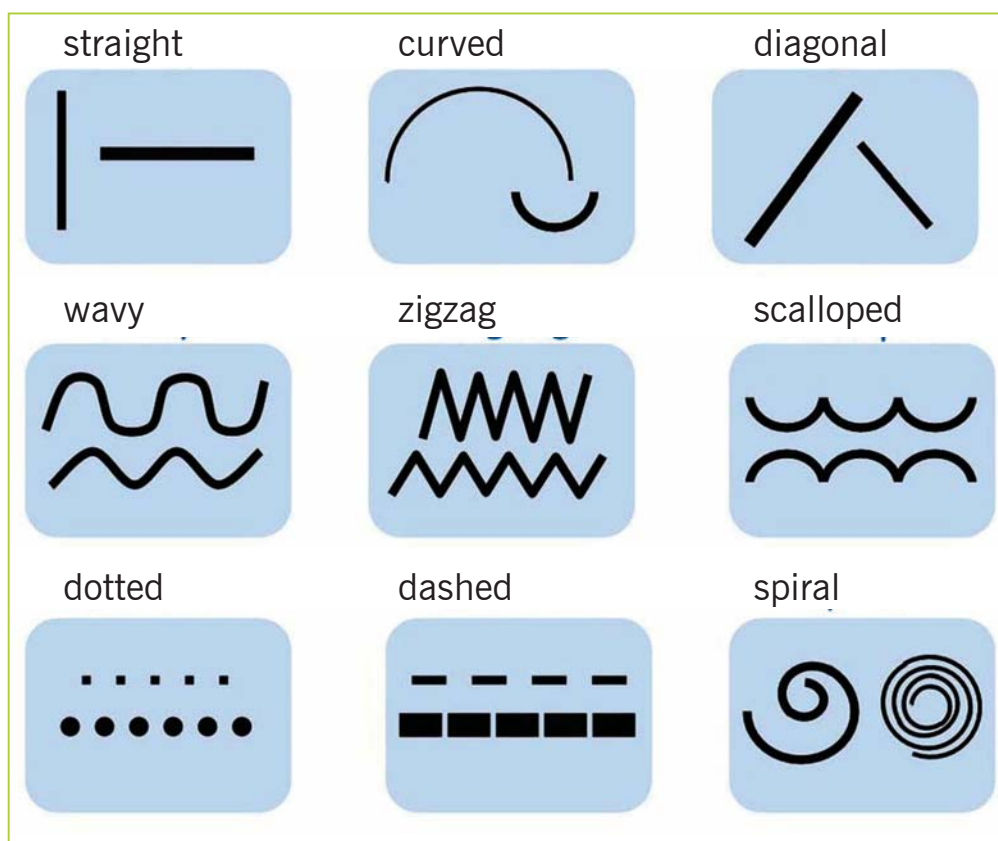


Figure 3: Different types of lines

Lines are commonly used to construct letters in a design. They are also used to draw images in a given design. For example look at the images in Figure 4.

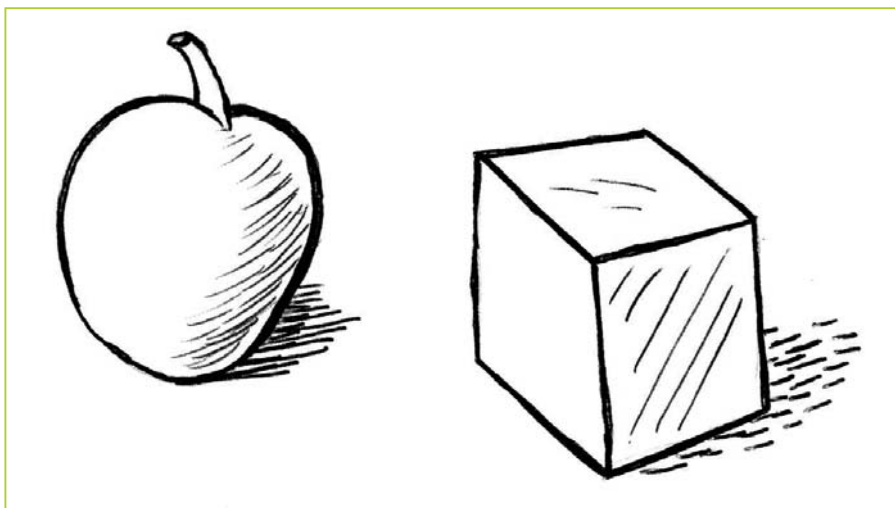


Figure 4: Different types of lines

How to design a poster

A poster is a work of art that portray message to the reader or observer using letters and images.

In order to design a poster, you can follow these steps below:

1. Decide upon the message to be carried by the poster. This will determine the words to use on your poster.
2. Decide upon the size of your poster. This includes whether you are to use landscape or portrait format.
3. Select an image or picture to be used on your poster. This should add meaning to the words used in your poster.
4. Suggest the colours to use. These should be attractive and should add meaning to your poster.
5. Make a sketch for your poster. This will help you judge whether your poster is balanced or not.
6. Design your poster as a final artwork.

For example look at the posters in figure 5.

Observe the posters in Figure 5 and work out activity 4.



Figure 5: Posters for children

Activity 4



1. Discuss the message communicated in each of the two posters.
2. Discuss whether these posters have the following qualities:
 - Being attractive.
 - Being clear and simple.
 - Neatness.

Remember the major purpose of a poster is to pass on message to people who read it. Designing a poster should focus on convincing people to read it. Therefore, a poster should have the following characteristics.

1. It should be attractive, this is in terms of the colours and the image used. It should also be well balanced.
2. It should be simple and clear. Letters should be readable and simple.
3. It should have a message to communicate. Avoid breaking words and using letters which are difficult to read.

While designing a poster, you need the following tools and materials in order to design your work:

- Pencils.
- Sharpeners.
- Paper.
- Rubber.
- Ruler.
- Colours.



Activity 5

1. Design a poster for your school with the following message.
“Respect our environment, Protect the green grass”
2. Choose an image to use in your design.
3. Use different colours of your choice to bring out the design.
4. Display your work and discuss it with friends in terms of the basic qualities of a poster.

Writing in calligraphy

When you were beginning school, you learnt how to write in your book. This was made possible by teaching you how to construct letters in the **alphabet**. Such letters can be constructed in a more artistic way. This is what we call **calligraphy**. For example look at the lettering in figure 6.

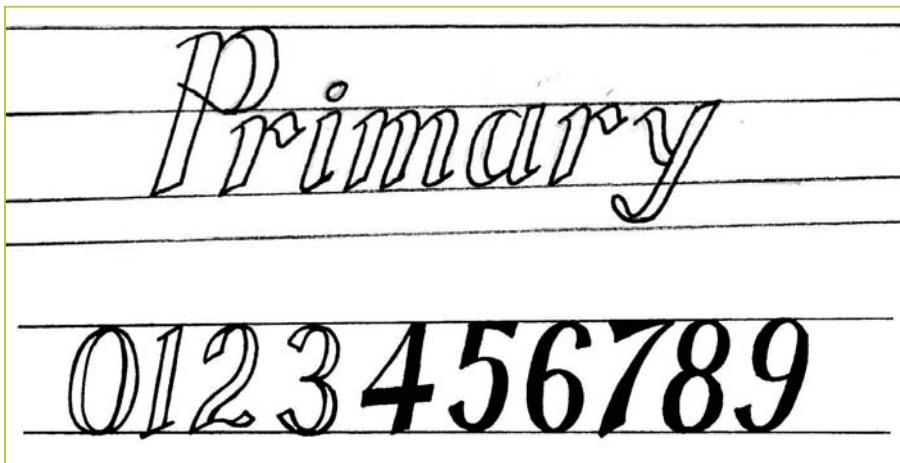


Figure 6: Letters and numbers

Letters in the alphabet can be constructed in many different ways. For example, look at the different letters in Figure 7 and 8.



Figure 7: Letters and numbers



Figure 8: Capital letters



Activity 6

1. Using the letters in Figures 7 and 8, write your name. Make sure your letters look attractive and clear.
2. Use colours of your choice to decorate your work.

A computer can be used for writing or designing letters as well as making posters. The basic computer programme for this work is MS-Word which is often used in normal typing. However, there are graphic softwares often used for designing more interesting posters such as **Adobe Indesign, Adobe Illustrator** and **Photoshop**.

Assessment

1. On a paper A4, design a poster for a school Culture Day.
2. Use three colours of your choice to decorate the poster.

Glossary

- Alphabet:*** the letters used in a language arranged in order.
- Attractive:*** something that provides pleasure and delight.
- Balance:*** the ways in which the elements (lines, shapes, colors, textures, etc.) of a piece are arranged to obtain equanty in a work of art.
- Calligraphy:*** the art of neat handwriting.
- Colour wheel:*** a circle showing different colours, e.g. primary and secondary colours.
- Communicate:*** to impart information or ideas.
- Contrast:*** arrangement of opposing elements in a piece of art.
- Cool colours:*** colours which do not strike the eyes. Such as blue, green and purple.
- Design:*** the art of making an article or artwork while following elements and principles of art.
- Graphic:*** The visual art that involves drawing or lettering.
- Hot colours:*** colours which strike the eyes. Such as yellow and red.
- Posters:*** works of art that portray message to the reader or observer using letters and images.

Unit

4

Clay and methods of building clay figures

My Goals

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

- Identify different ways of preparing clay.
- Explain the process of making figures in sculpture and ceramics.
- Use coils and slabs to make pots.
- Decorate my clay articles.
- Appreciate other people's ideas about my work.

Introduction

There are many different objects which we use in our community which are made out of clay. Many objects made out of clay are used for various purposes, some of them are used as decorations. In this unit you are going to study more about clay preparation and moulding different artworks.



Activity 1

1. Mention any four objects in your community which are made of clay.
2. Describe the shapes of these objects.
3. What kind of decorations appear on the surfaces of these objects?
4. What is the function of each of these objects?

Clay preparation

Since you learnt about clay preparation in primary four, take note of the following:

- Clay is dug from swamps.
- Clay preparation involves sorting it to get rid of stones and other particles.
- Wedging clay makes it more plastic (flexible) and easier to use. For example, look at a lamp of clay in Figure 1.
- Ready clay should not get stuck on your fingers.
- Keeping clay in a polythene material keeps it workable for the long time.
- Clay becomes stronger and more permanent when it is fired. For example look at the fired pots in Figure 4. Such pots can hold water without breaking, yet the unfired ones cannot do so.



Figure 1: *Sorting clay*



Figure 2: *Kneading clay*



Figure 3: *Clay ready for use*



Figure 4: Fired pots in different sizes



Activity 2

1. In Primary Four you learnt about how to prepare clay. Prepare a lump of clay for your artworks.
2. What is the importance of keeping clay in a covered container?
3. Describe the colour of unfired clay and the colour of fired clay.

Forming clay figures using coils and slabs

You know how to make a pot using coils. Therefore, you remember how coils are made. What should be the size of the coils for making a pot? How do you fix one coil on to another to make your artwork?

Sometimes you can add coils with slabs to make your artwork. A slab can be used to make a bottom and coils

added to build the walls of the artwork. For example observe the cup in Figure 5. What are the major parts of this cup?



Figure 5: A cup from Gatagara

You can make a cup similar to the one in Figure 5. A cup should be light and well balanced. But you need to prepare slip first. Slip is liquid clay; clay mixed with water to make a porridge-like material.

How to prepare slip

- Crush and sieve dry clay.
- Soak the clay in water for some time.
- Stir the solution to form a porridge-like material. Look at Figure 6. Then your slip is ready.



Figure 6: Slip ready to be used

Slip is used in many different ways to make and decorate pottery. But in this unit you are going to use slip to join different parts of clay together.



Activity 3

1. Prepare slip.
2. Keep the slip in a container with a cover.

How to make a cup:

A cup has three major parts; the **bottom**, the **walls** and the **handle**. You need the following materials in place:

- A flat surface as a work place. If a table is used, it is always better to cover it with a polythene material.
- Clay.
- Slip.
- A roller.
- Knife.
- water.

Then follow the following steps to make your cup.



Figure 7: Cutting out the bottom from a slab

Step 1

Prepare a slab of a reasonable thickness. Use a circular object and knife to cut out the bottom of your cup as shown in Figure 7. Keep this slab moist by covering it with a polythene material.



Figure 8: Scratching the slab with a knife

Step 2

Using a knife, scratch the circular slab you made in step 1 with small lines towards the edge. Look at Figure 8. This helps the first coil bond with the bottom.



Figure 9: Smearing slip towards the edges of the bottom

Step 3

Smear the scratched area with slip as shown in Figure 9. The slip helps to strengthen the joint of the first coil on to the bottom of your cup.

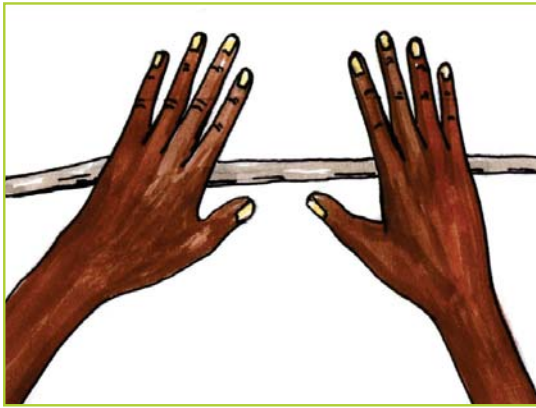


Figure 10: Preparing coils for the cup

Step 4

Prepare your coils as shown in Figure 10. These should be small according to the size of your cup. Remember to keep the coils covered with a polythene materials to prevent them from drying up.

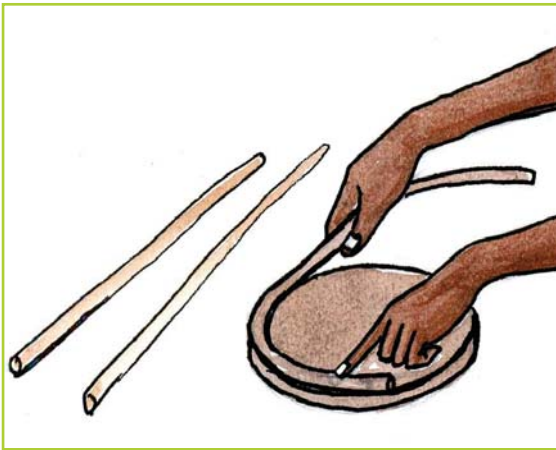


Figure 11: Sealing the joint of the coils

Step 5

Fit the first coil on to the bottom and seal off the joints as shown in Figure 11.



Figure 12: Sealing the joint of the coils

Step 6

Seal the inner part of the first coil as shown in figure 12. Continue adding other coils and sealing them. Then continue with the process until the walls of the cup are built.



Step 7

Finish your cup by sealing off all coils and smoothing the surface. This can be done by use of a knife as shown in Figure 13. Try to balance your cup in height and the thickness of the edges.

Figure 13: Smoothing the cup

Step 8

Scratch the parts where you are going to fit the handle on the cup. Then smear these parts with slip as shown in Figure 14.



Figure 14: Preparing the areas for the handle

Step 9

Fit the handle on your cup. Begin by getting a relatively thick coil and fixing it vertically on the upper part as shown in Figure 15. Then bend the coil and fix its lower end. Make sure your handle is sealed well for a strong joint.



Figure 15: Fixing the handle on your cup

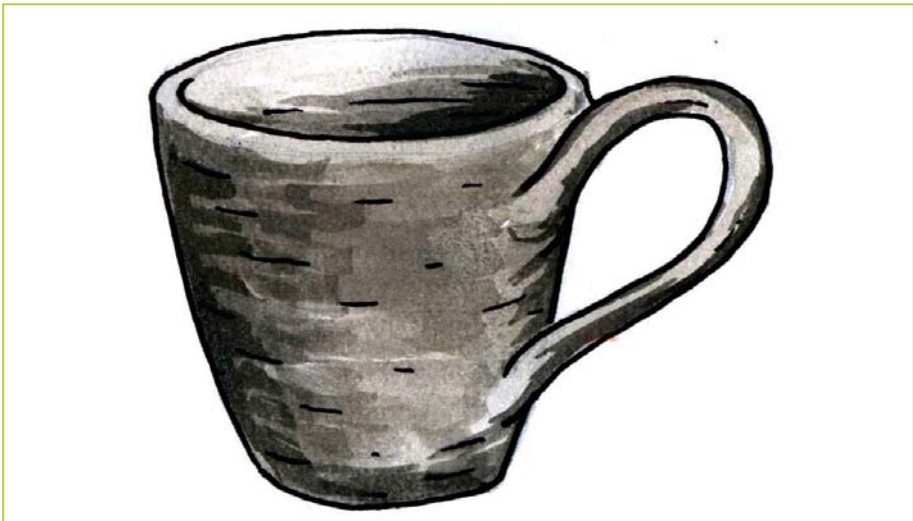


Figure 16: Your ready cup

Activity 4



1. Follow the steps above and make your cup.
2. Keep your work covered in a polythene material for the next activity.
3. Clean the work area and wash your hands with water and soap.

Decorating a clay article

Your cup can be made stronger by firing and glazing it. However, it can be decorated even before it is dry. In this section, we are going to look at three techniques, i.e. **incision**, **impression** and **etching**.

Impression is done by getting a textured object and pressing it against the clay work. Such decorations appear within the surface of the clay work as shown in Figure 17.



Figure 17: Clay works decorated by impression

Incision is done by using a tool such as a knife to cut patterns within the surface of the artwork. Observe the artworks in Figure 18 and study how the patterns were made in relation to the nature of the object.



Figure 18: Pots decorated by incision



Activity 5

1. Before your cup dries up, decorate it with one of the techniques discussed.
2. Finish your artwork by removing all unnecessary particles of clay from the surface of the cup.
3. Display your work and discuss it with your classmates regarding its weight, use of material and finishing technique.
4. Clean the work place and wash your hands with water and soap

Etching: This is a technique of decorating the surface of a ceramic article by use of a sharp tool. This can be inform of a needle or a tip of a sharp knife. For example look at the decorations on Figure 19.



Figure 19: A bowl decorated with etching technique.

Assessment

1. Using coils, form a jug.
2. Use a decoration technique of your choice to make its surface look more attractive.

Glossary

- Firing:*** a process of heating ceramic articles at high temperatures to make them more permanent.
- Flexible:*** ability of a material or something to bend with ease without breaking.
- Glazing:*** a coating of colored, opaque, or transparent material applied to ceramics before firing.
- Plastic:*** the ability of clay being easy to work with without developing cracks.
- Slip:*** a suspension of water and clay which is used in the production of pottery.
- Wedging:*** a process of preparing clay using hands: a lump of clay is repeatedly thrown down on a work bench as it is turned around in order to make it more workable.

Unit

5

Transforming different wasted articles into craftworks

My Goals

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

- Select appropriate materials from the surroundings for making collage.
- Prepare the different materials for collage.
- Describe the techniques of assembling different articles for collage.
- Make collage articles using different materials and tools.
- Appreciate the opinion of others regarding my own work.

Introduction

During our daily activities, there are always many wasted materials thrown away. There are many different ways how such materials can be made use of. This includes the use of collage. Collage is the type of art where different

materials are arranged together to form an artwork. For example, look at the works in Figure 1 and 2.



Figure 1: Collage works made from wasted materials



Figure 2: A composition in Collage

Activity 1



1. Observe the artworks in Figure 1 and 2, and name the images presented.
2. Identify and list the materials which were used to make the two works.

Materials and tools used in collage

There are various materials you can use in collage for example observe the objects in Figure 3.



Figure 3: Different materials for collage



Activity 2

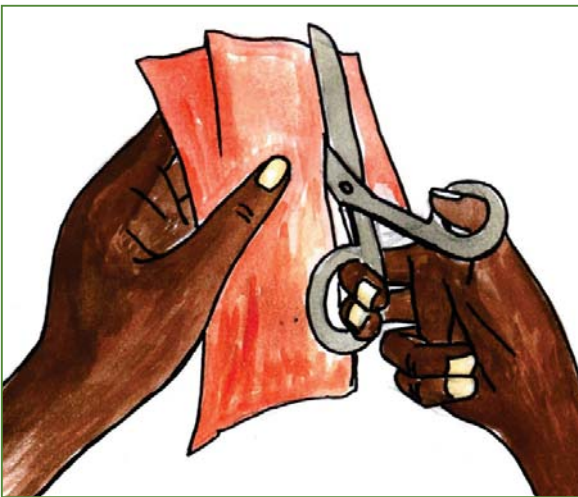
1. Visit your surroundings and collect different materials which you can use to make your collage.
2. Sort out materials to be coloured and paint them.

Besides the different materials picked from your surroundings, you need the following materials and tools for making collage.

- Cutters or a pair of scissors for some materials which need to be divided up by cutting.
- Glue for sticking materials on the board.
- Brushes for applying paint pigment on surface.
- Colours for some of the materials to be painted.
- A card board on which to assemble the materials for the collage.

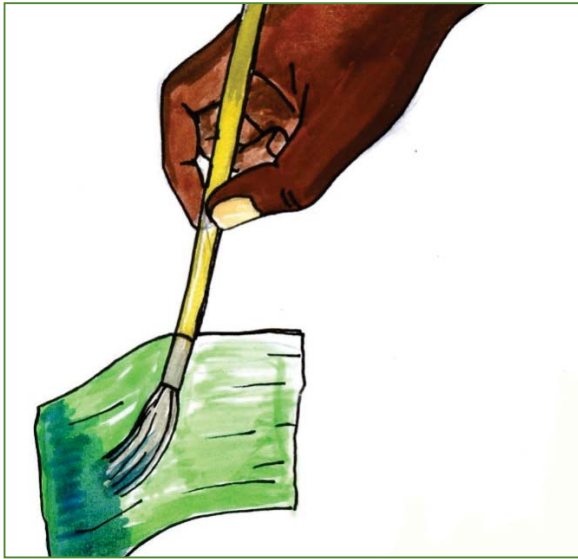
Methods of assembling collage

Making a collage includes the following methods:



- 1. Cutting**– this is done on materials when you size them according to the composition you want to make in collage. Cutting is also used to finish your collage when you remove all unnecessary materials from your collage. Look at Figure 4

Figure 4: Cutting big materials into small ones



2. Colouring is done on materials when you need to change their appearance. This also depends on your composition for collage. It is not advisable to paint your composition after assembling and gluing the different materials on a board.

Figure 5: Painting materials for collage

- 3. Pasting and gluing** the method of sticking the different materials on a board according to the composition for your collage. Look at Figure 6.
- 4. Tying:** This can be used to fix some materials on the board instead of gluing. Tying can also be used to finish your collage article.
- 5. Knotting:** This is another technique which is related to tying. The parts which are tied on your collage can be fixed with knots in order to make it stronger. This is called knotting.



Figure 6: Pasting different pieces of materials on a board

The final article of the collage would appear as follows in Figure 7.

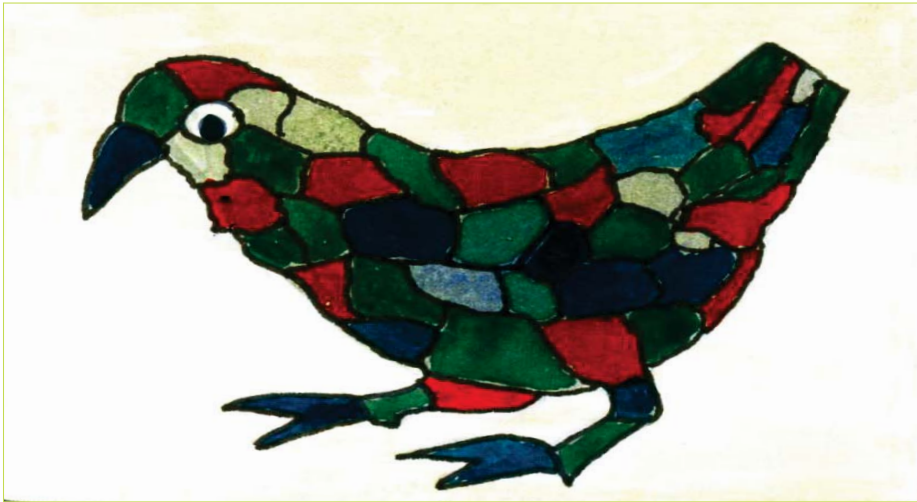


Figure 7: The collage of a hen



Activity 3

1. Using a pencil, draw an object from your surroundings on a piece of paper or card board.
2. Using the materials you collected in Activity 1, follow one of the methods mentioned and make your collage.
3. Clean up the work place.
4. Display your work and discuss it with your friends.

Assessment

1. Collect different papers in different colours and tear them in small pieces.
2. Sketch an animal on a hard paper and use glue to paste the small pieces on to the drawing.
3. Trim off the excess pieces to finish your work.

Glossary

Collage: the art of assembling different materials to form an artwork.

Colouring: applying colours on a given material or surface.

Finishing: beautifying a work of art by removing unnecessary materials or applying varnish.

Pasting: sticking different materials on a given surface to form a work of art.

Tying: using a fiber or thread to fix some pieces on an article.

Unit

6

Fabrics, motifs and patterns

My Goals

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

- Identify materials and tools for embroidery.
- Explain the process of making patterns in embroidery.
- Create patterns in embroidery.
- Safely keep the different materials used in embroidery.
- Appreciate ideas from others about my own work.

Introduction

Have you seen designs made on cloth with threads? What patterns were followed with the threads? These are called stitches. Different stitches can be used to make different shapes or patterns on a cloth. For example, look at the pictures in Figure 1.



Figure 1: Patterns for embroidery



Activity 1

1. Look at the patterns in Figure 1 and identify the objects presented.
2. Where have you seen similar patterns used in your local area?
3. Mention two types of clothes with such patterns in your local area.

Different stitches used in embroidery

The art of making patterns on cloth, like the ones in Figure 1 is what we call “**embroidery**”. There are several stitches that can be used to make embroidery patterns. These include; running stitch, back stitch, cross stitch, stem stitch and chain stitch. In primary four you learnt how to make a running stitch, back stitch and cross stitch. In this section, we are going to learn about the stem and chain stitch.

To make the different stitches for embroidery, you need the following materials and tools:

- A plain cloth.
- A pencil (to sketch lines to follow when sewing).
- Threads.
- A pair of scissors.
- Needles.
- Embroidery hoop.

The stem stitch

This is the opposite of a back stitch. A stem stitch forms a continuous line of long, overlapping stitches as shown in Figure 2. The numbers 1, 2, 3 and 4 indicate the order of the needle as you sew.

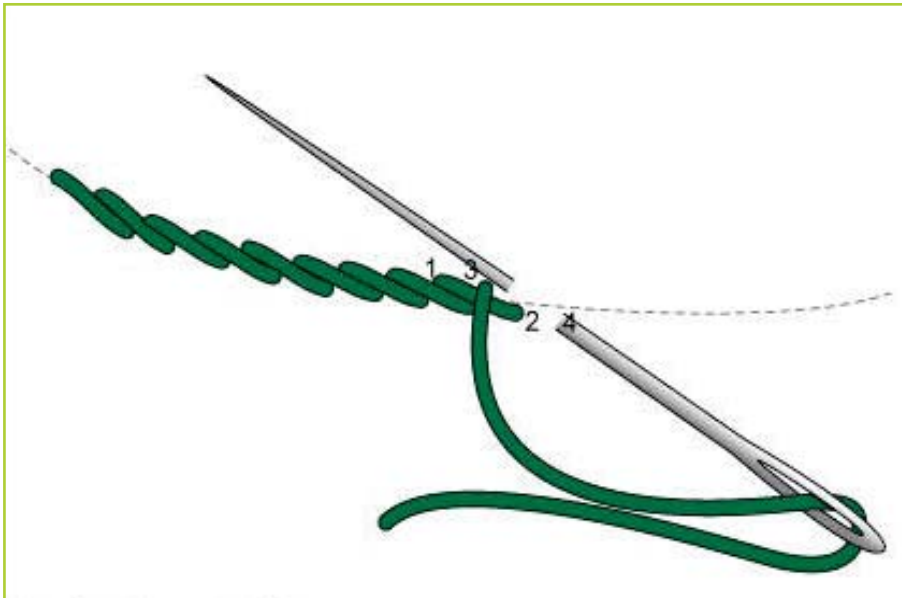


Figure 2: How to make a stem stitch

The chain stitch

This is a type of embroidery stitch in which each stitch forms a loop through the forward end of the next. Look at Figure 3.

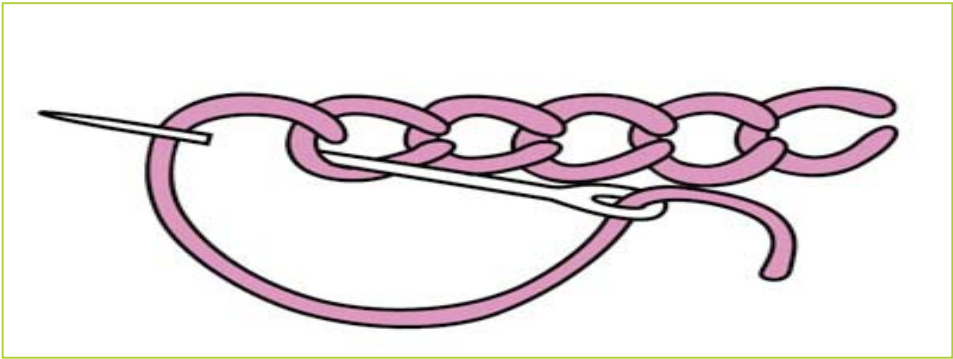


Figure 3: The chain stitch



Activity 2

Do the following:

1. Stretch the cloth on an embroidery hoop.
2. Using a pencil sketch four thin straight lines on the cloth.
3. Sew the first two lines with a stem stitch as shown in Figure 4.

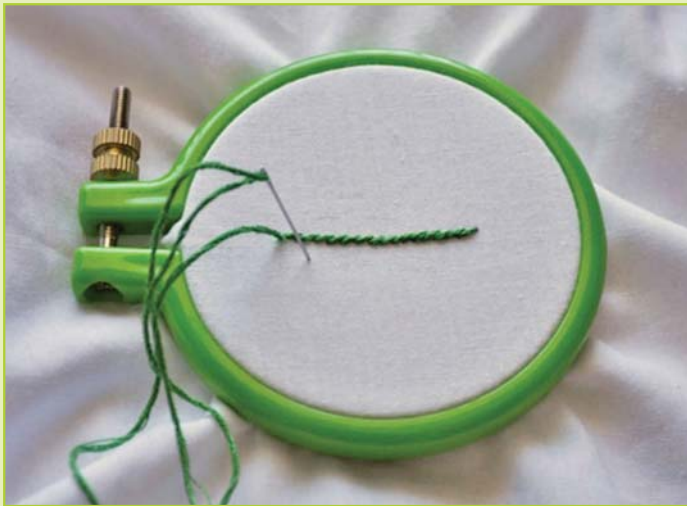


Figure 4: A stem stitch on a stretched cloth

4. Sew the second two lines with a chain stitch.
5. Display your stitches and discuss them with the rest of your classmates.

How to make an embroidery design

Now that you are familiar with the stitches, you are going to make embroidery designs. Carefully look at how the stem and chain stitches were used to make the images in Figures 5 and 6. Observe the direction of the stitches as the different shapes were made on the cloth.

To make an embroidery design you follow these steps.

1. You always begin with a sketch on paper.

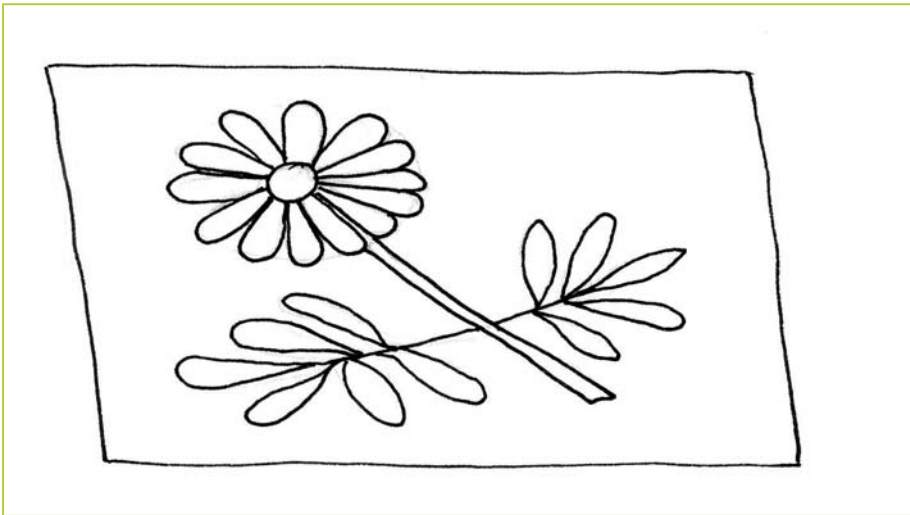


Figure 5: Sketch a paper

2. You stretch the cloth on an embroidery hoop.

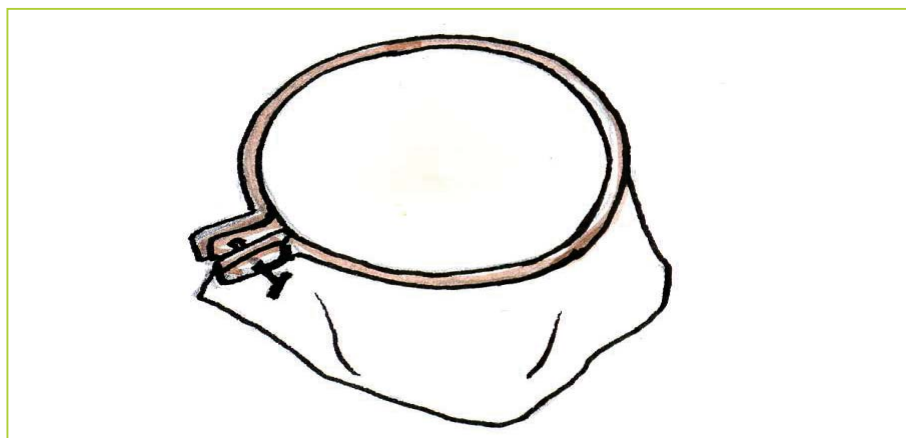


Figure 6: A cloth on a hoop

3. Then transfer the sketch from the paper to the cloth. You may use a carbon paper or tracing paper.

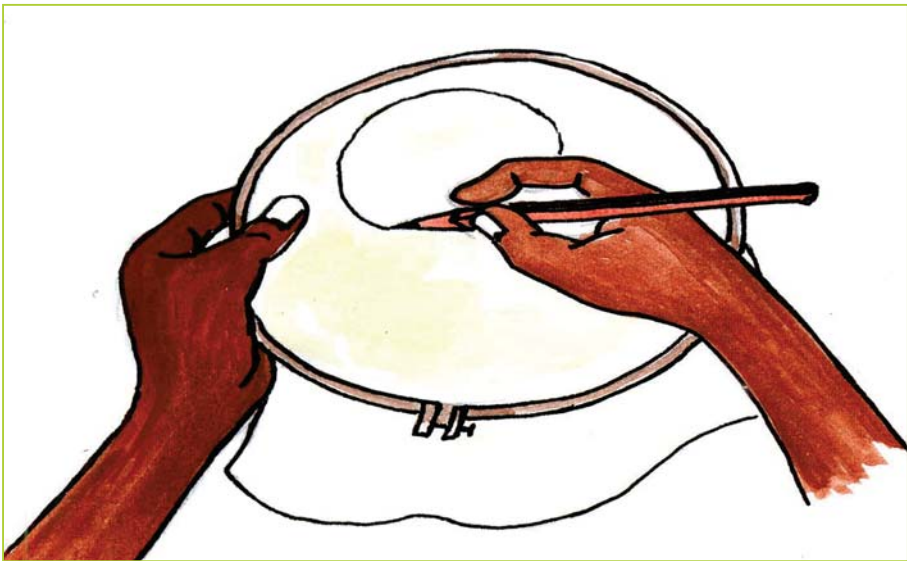


Figure 7: Transferring sketch to cloth

4. Sew the pattern on the cloth.



Figure 8: Sewing a pattern

5. The final work (embroidery) in different colours.



Figure 9: An image of a flower on a cloth

Assessment

1. Draw a simple shape on paper.
2. Stretch a cloth on an embroidery hoop and sew the shape, to form an embroidery design.
3. Mention where this design can be applied.

Glossary

Back stitch: a stitch made by inserting the needle at the midpoint of a preceding stitch so that the stitches overlap by half lengths on the back of the fabric

Chain stitch: a kind of ornamental hand stitching in which each stitch forms a loop through the forward end of the next.

Cross stitch: a double stitch forming an X in sewing and embroidery.

Embroidery: the art of making patterns on cloth by sewing.

Running

stitch: a sewing stitch made by passing the needle in and out repeatedly with short, even stitches

Stem stitch: an embroidery stitch forming a continuous line of long, overlapping stitches, typically used to represent narrow stems.

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