

PRY 4 CCA First term E-note

WEEK 1 TOPIC: MEANING AND DEFINITION OF ARTS

Units:

- Uses and original art.
- Branches of art.
- Importance of art

WEEK 2 TOPIC: ELEMENT AND PRINCIPLES OF ARTS AND DESIGN

Units:

- List elements of design
- List all the principles of design
- Importance of element and principles of art to the artists

WEEK 3: LINES

Units:

- Definition or meaning of lines.
- Types of lines.
- Uses of lines
- Objects with lines.
- Drawing of different lines.
- Importance of lines.

WEEK 4: SHAPES

Units:

- Meaning of Shapes
- Types of shape
- Making pattern using shapes
- Drawing of different shapes

WEEK 5: Drawing

UNITS:

- Definition of Drawing
- Types of Drawing
- Materials used in drawing
- State drawing showing the effect of light and shape drawing

WEEK 6 TOPIC: COLOURS

Units:

- Definition or meaning of colours.

- Types of colours.
- Sources of colours.
- State the uses of colours in our community.

WEEK 7: PRINT MAKING

Units:

- Meaning of printing.
- Types of printing.
- Suitable leaves used in printing.
- Making prints with thumbs.

WEEK 8 TOPIC: DRAWING MATERIAL AND STILL LIFE OBJECTS (man-made objects).

Units:

- Landscape environment
- Imaginative composition drawing
- Drawing and shading showing the effects of light and shade
- Setting still life and natural object for drawing.

WEEK 9 TOPIC: MODELING I (paper Mache or papier-mâché).

Units:

- Meaning of paper Mache.
- Mashed or pounded paper mixed with starch.
- Materials for making paper mache.
- Paper mache.
- Perfect mortar.
- Starch
- Mould

WEEK 10 TOPIC: MODELING II (Object produce from paper Mache.).

Units:

- Object produce from paper Mache.

WEEK 11 and 12 TOPIC: INTRODUCTION TO MUSIC

Units:

- Definition of music.
- Sources of music sounds.
- Highlight difference between Noise and Music.

WEEK 13 TOPIC: MUSICAL INSTRUMENT AND SOUNDS – local musical instruments

Units:

- Definition of music instrument.
- Musical instrument in our locality.
- Methods of sounds production.

WEEK 14: REVISION AND EXAMINATION

WEEK: 1

CLASS: PRIMARY 4

DURATION: 40 MINUTES

TOPIC: Meaning and Definition of Arts

Learning Objectives

At the end of this Module, Pupils should be able to:

- State the meaning of arts.
- The origin of Arts
- Know the importance of Arts

TEACHING AND LEARNING MATERIALS

- Art works
- Explanatory posters/pictures
- Explanatory Video

REFERENCE MATERIALS

- NERDC Basic Education Curriculum for primary schools.
- Lagos State Scheme of work
- Internet Materials. Computer Studies for Primary Schools.

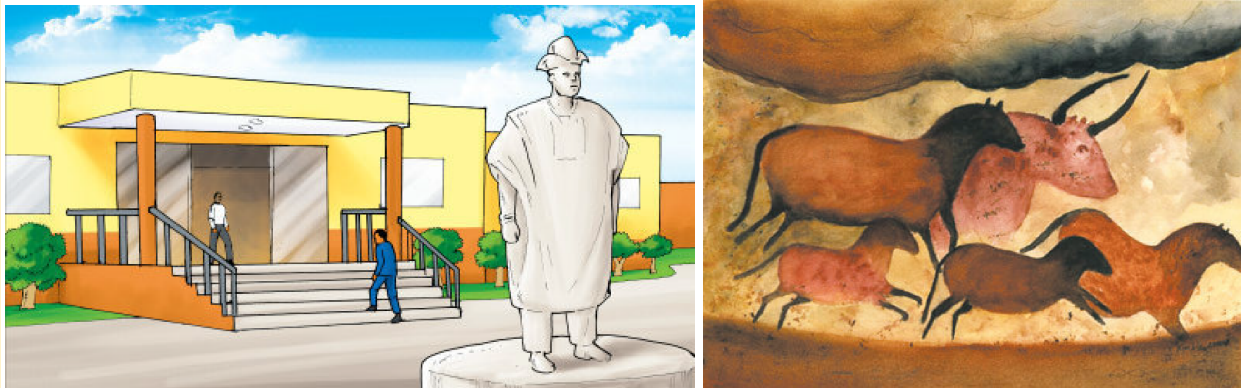
WORD FILE: photography, dancing, communicate.

CONTENT

Meaning of Arts

Arts is the use of our internal skills to create beautiful things. The following skills form of skills are acting, singing, photography, dancing, drawing, etc.

Art is a way human can express their thoughts and mind using creative paintings, ceramic pieces or sculptural pieces.



Origin of arts

Ancient arts are stone carving, rock painting, pottery. It started from the early days of the cave men. These came men use animal blood and various earth colours on the rocks. Ancient people used drawing to communicate with one another like in ancient Egypt make use of picture symbol (hieroglyphic).

USES OF ARTS

1. It is used as history to remember past events.
2. It is used to beautify our environment and homes.
3. It is used to beautify our body through the clothes wear and various ornaments we put on our body. Such as clothes (batik, kente, Adire, etc.).
4. It is used as a way of communication like the use of posters, books, fliers, signpost, etc.

Branches of arts

Art is divided into two branches: these are liberal art and creative arts

Creative Art are of two type. These are performing arts and visual arts.

1. Performing arts: this is an entertainment art which involves music and acting. The artist uses music, dance, acting to send show information of past happenings to the people or viewers.
2. Visual arts: this arts make use of colours, forms and other design elements to create ideas that send messages to the people. Visual arts have to two parts. These are fine art and industrial art.

Fine art

In fine art we have

1. Architecture: it focus on house design.
2. Painting: it focus on drawing and painting of pictorial composition.
3. Sculpture: it focus on modeling and carving objects.

Industrial artwork

Industrial artwork includes

1. Ceramics: these focuses on molding thing like cups, plate, pots, glassware, etc.
2. Textile: focus on designing of various patterns of clothes and fabrics with prints and dye.
3. Metal works: this is the production of jewelry such as necklaces, earrings, bracelets and pendants.
4. Graphics: this deals with designing of various printed documents such as posters, banners, fliers, etc.

Nigerian Artworks

Nigeria have its own arts from our various tribes and community. They are made from bronze, clay, brass and wood.

Like the eastern parts of Nigeria mostly make use of clay, wood and raffia palm to produce artwork such as mats, pottery, slippers. Etc.

The westerners make use of cloth, wood and calabash to produce a Adire eleko, wood masks, and different designs with calabash.

The northerners make use of animal skin to produce shoes, bags, ornaments, mats, etc.

Famous Nigeria artwork

- Bronze vessel of igbo ukwu.
- Broze head of queen mother.
- Nok terracotta head
- Bronze head of ooni of Obalufon

PRESENTATION

- The Teacher revises the previous lesson
- The Teacher introduces the topic: **Meaning and Definition of Arts**
- She/he explains the meaning of arts.
- She/he explains the history of arts.
- Teacher leads pupils to mention the importance of arts.

STUDENT ACTIVITIES: the students mention the form of art they know and liked.

EVALUATIVE ACTIVITIES

Instruction: Answer the following questions below.

- What is the meaning of arts?
- Explain the history of arts.
- Mention three importance of arts.

WEEK: 2

DATE:

CLASS: PRIMARY 4

DURATION: 40 MINUTES

TOPIC: Element and principles of arts and design

Learning Objectives

At the end of this Module, Pupils should be able to:

- State the meaning of elements of design.
- List element of design.
- List the principles of design.

- State the meaning of principles of design.
- List principles of design.

TEACHING AND LEARNING MATERIALS

- Pencil
- Drawing book
- Different colours
- Art works
- Explanatory posters/pictures
- Explanatory Video

Entry Behaviour: the students have been taught meaning and definition of arts.

REFERENCE MATERIALS

- Universal Basic Education Curriculum.
- NERDC Basic Education Curriculum for primary schools.
- Lagos State Scheme of work
- Unified Schemes of Work Primary Schools for Computer Studies (MIDDLE BASIC)
- Internet Materials.
- Computer Studies for Primary Schools.

CONTENT

Meaning of element of design

Elements of design are tools used to create work of art. These are lines, texture, shapes, value, colour and space. These element work together to create a composition.

The element of design are

1. Line: it is straight or curved or zig- zag length without breadth or thickness.it is the trace of a moving point. Line can be diagonal, horizontal or vertical. It appears in the middle of design and shows direction in a design to communicate the mood and feeling of an artwork.
2. Texture: it is the appearance of a surface having a sense of touch. The surface could be drawing or design that is smooth, hard, soft, rough.
3. Colour: it helps to create the mood of a design. Different colours are used to represent different thing like black shows sadness, purple and blue shows calmness and peace, red colour shows Dangers.

4. Space: it is a blank area on paper that separates one object from the other space. it can be positive or negative space. It is the creation of space in the creation of drawing as if they have three sides using perspective.
5. Value: it is the amount of light and dark in a work of art. It can make parts of a drawing to appear more important than others, and it helps to create depth on a flat surface.

Principles of Design

Principles of design state the way we arrange the element of arts to create a work of art.

A good work of art should contain more than one or more of the principles mentioned earlier.

The following are element of principles of design

1. Harmony: it is the arrangement of art elements in a pleasing ways.
2. Variety and Contrast: it is the use of various sizes of objects, various colours and various textures to add beauty to the work of art.
3. Movement: it is the art of creating repeated use of lines, shapes, values, textures and colours either in regular or irregular pattern.
4. Balance: it achieved when the art elements are arranged so that the whole work of art looks stable or balanced.
5. Dominance: it is the most focus area in the work of art. it is called the Focal points. It is making one object or element bigger and more important than any other things in a work of art.
6. Composition: it is the organization of the elements of art in a work of art.

PRESENTATION

- The Teacher revises the previous lesson (**Meaning and Definition of Arts**)
- The Teacher introduces the topic: **Element and principles of arts and design.**
- She/he explains the element of arts and designs deeply for the pupils.
- He/she mention and explains the principles of design.
- Teacher leads pupils to mention the element of arts and designs and the principles of design.
- The pupils copy and submit their note for marking.

STUDENT ACTIVITIES: the students draw and colour art work of their choice using the element of design and identify the principles of design.

EVALUATIVE ACTIVITIES

Instruction: Answer the following questions below.

- What is principle of design?
- Mention the five elements of design in an artwork.
- Mention three types of lines.
- Mention five principles of design.

CONCLUSION: the teacher sum up the lessons and marks the pupils note.

WEEK: 3

CLASS: PRIMARY 4

DURATION: 40 MINUTES

TOPIC: LINES

Learning Objectives; At the end of the lesson; pupils should be able to;

- i. illustrate lines and colours
- ii. draw different lines
- iii. mention the uses of lines

TEACHING AND LEARNING MATERIALS

- Explanatory posters/pictures
- Explanatory Video

Entry Behaviour: the students have been taught meaning and definition of art.

REFERENCE MATERIALS

- Universal Basic Education Curriculum.
- NERDC Basic Education Curriculum for primary schools.
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Line:

A line is a mark on a surface used with other lines to create a shape. Lines are very important during drawing and painting. They are used to define edges, decorate, and create shadow or space. A line has the quality of being thin or thick, delicate or bold, depending on what is used in making it. There are also different types of lines. There are vertical lines, horizontal lines, diagonal lines and rhythmic lines, which may be wavy, spiral, scrolls or loops.

Examples of lines are:

Thin line Thick line

Vertical line Horizontal line

Diagonal line Spiral line

Wavy line Loop

2 Form: Form is the visible appearance of a thing as it relates to the surrounding space. It is the external outline of an object. So, form is what something looks like.

Forms are of three dimensions and thus can be measured by height, width and depth. In drawing, form is also defined by light and shade. It also helps us to describe an object well.

There are two main kinds of forms.

a) Regular form – which refers to definite forms representing known objects and shapes.

b) Irregular form – refers to strange forms not associated with any known object or shape.

3 Value: Value is the artist's term for how dark or light a work or art is, starting from black colour to white. Darker colours are said to be lower in value while lighter colours are said to be higher in value.

4 Texture:

Texture is the surface quality of an object or a work of art. This is determined by the artist that produced such work. There are two types of texture:

a) Tactile texture: This is the actual surface of an object that can be touched.

b) Visual texture: This is our view of a surface texture as seen in a photograph.

Uses of elements of design

The elements of design work together to produce a good work of art. However, lines and colours have particular uses we need to mention here.

- 1 a) Lines are used to express movement and emotion.
- b) They have the quality of creating a good sense of directions.
- c) Lines help to create the shape of objects.
- d) Lines can be used to create decorative designs.
- 2 a) Colour adds to the beauty of environments.
- b) It can be used to create and enhance movement.
- c) It is also a good means of communicating different moods and ideas.
- d) When added to drawings, colours make drawings look like real life pictures.

WEEK: 4

CLASS: PRIMARY 4

DURATION: 40 MINUTES

TOPIC: SHAPES

Learning Objectives; At the end of the lesson; pupils should be able to;

- i. define shapes
- ii. identify different shapes

TEACHING AND LEARNING MATERIALS

- Explanatory posters/pictures
- Explanatory Video

Entry Behaviour: the students have been taught meaning and definition of lines.

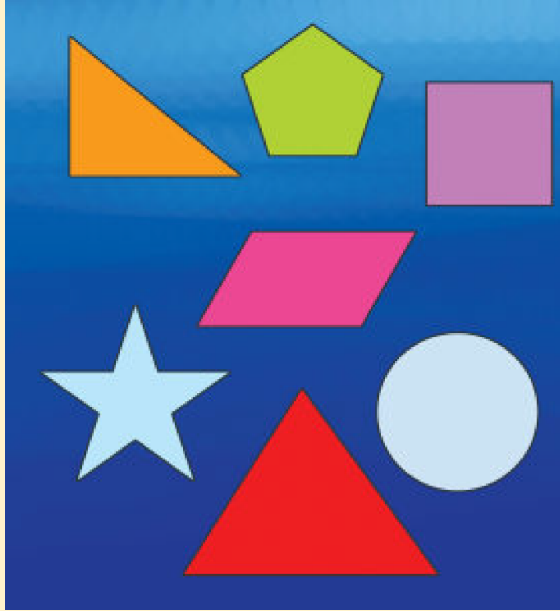
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Shape:

Shape is an enclosed space or boundaries of an object or thing. Shapes are further defined by other elements of art such as line, colour, and texture. Common geometric shapes include square, circle, rectangle, and triangles. Many natural or man-made objects have common shapes.



WEEK: 5

CLASS: PRIMARY 4

AGE OF STUDENTS:

DURATION: 40 MINUTES

TOPIC: Drawing

Learning Objectives; At the end of the lesson; pupils should be able to;

- 1 explain what drawing is;
- 2 state the types of drawing;
- 3 name the materials used in drawing still life objects;
- 4 identify still life objects around you;
- 5 draw and shade a still life object around you.

TEACHING AND LEARNING MATERIALS

- Explanatory posters/pictures
- Explanatory Video

Entry Behaviour: the students have been taught meaning and definition of shapes.

REFERENCE MATERIALS

- Universal Basic Education Curriculum.
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Introduction to drawing

Drawing is a form of visual art. It is the act of making pictures of living and non-living things on a flat surface with the use of appropriate materials. It makes use of lines on paper to create an image. The following materials would be helpful when drawing.



Canvas



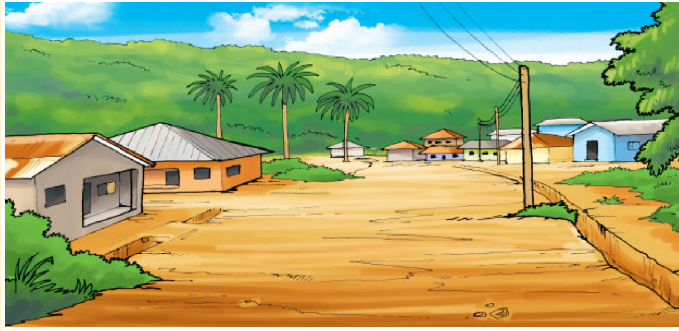
ink

Types of drawing

1 Still life drawing: This is the drawing of inanimate or man-made objects. Inanimate things are non-living things or man-made materials. They do not grow, breathe or move on their own. Examples are tea cup, saucer, flask, bread and milk.



2 Landscape drawing: Landscape drawing involves the drawing or representation of a part of our environment. The environment here may include the land or ground, hills or mountains or rivers.



3 Nature drawing: This is the drawing of natural objects in our environment. It could be the drawing of fruits, farm produce, flowers, trees or other natural objects.



4 Life drawing: Life drawing is the drawing of living things like human beings and animals.



EVALUATION

1 Drawing is a form of visual _____. a) expression b) design c) art

2 Still life is the drawing of man-made _____. a) animals b) water c) objects

3 _____ drawing involves the visual representation of our environment.

a) Landscape b) Still life c) Photographic

4 Drawing of natural objects is called _____.

a) landscape drawing b) still life drawing c) nature drawing

WEEK: 6

CLASS: PRIMARY 4

DURATION: 40 MINUTES

TOPIC: COLOURS

Units:

- Definition or meaning of colours.
- Types of colours.
- Sources of colours.
- State the uses of colours in our community.

Learning Objectives

At the end of this Module, Pupils should be able to:

- Define colours.
- Know the Types of colours.
- Know the Sources of colours.
- State the uses of colours in our community.
- Identify and mention different colours

TEACHING AND LEARNING MATERIALS

- Pencil
- Drawing book
- Different colours
- Art works
- Explanatory posters/pictures

- Explanatory Video

Entry Behaviour: the students have been taught the element of principles of art and design.

REFERENCE MATERIALS

- Universal Basic Education Curriculum.
- NERDC Basic Education Curriculum for primary schools.
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CONTENT

Colours in our Environment

Colours are used to beautify our homes, schools and offices.

Types of colours

1. **Primary colours:** they are of three colours, these are Red, Blue and Yellow. These colours are used to form all other colours.
2. **Secondary colours:** it is the combination of two primary colours. i.e
3. Red + yellow = Orange.
4. Blue + red = Purple.
5. Blue + yellow = Green.
6. **Tertiary colours:** these consist of a primary colours and secondary colours. i.e yellow + Green = Yellowish Green.

Sources Of Colours

Colours are seen on

1. Seeds
2. Roots
3. Leaves
4. Chemical

Uses of Colours

1. They are used to beautify our society.
2. To distinguish objects like school uniform, money, car, shoe, house.
3. It is used in business

4. It is used in fashion
5. It is used in art design
6. It is used in traffic light to control the road.
7. It is used to make a statement
8. It is used to alert us.

PRESENTATION

- The Teacher revises the previous lesson (**Drawing**)
- The Teacher introduces the topic: **Colours**.
- She/he explains colours deeply.
- He/she mention the sources of Colours.
- The teacher leads pupils to mention the use of colours in the community.
- The pupils copy and submit their note for marking.

STUDENT ACTIVITIES: the students mention the uses of colours in the community

EVALUATIVE ACTIVITIES

Instruction: Answer the following questions below.

- List the three types of colours
- What are tertiary colours.
- Mention three sources of colour.
- Mention the uses of colours in our communities

WEEK: 7

DATE:

CLASS: PRIMARY 4

DURATION: 40 MINUTES

TOPIC: PRINT MAKING

Units:

- Meaning of printing.
- Types of printing.
- Suitable leaves used in printing.

- Making prints with thumbs.

Learning Objectives

At the end of this Module, Pupils should be able to:

- Explain the Meaning of leaf and thumbprint printing.
- Know Suitable leaves used in printing.
- Make prints with leaves or thumbs.

TEACHING AND LEARNING MATERIALS

- Pencil
- Drawing book
- Different colours
- Art works
- Explanatory posters/pictures
- Explanatory Video

Entry Behaviour: the students have been taught the definition and types of colours.

REFERENCE MATERIALS

- Universal Basic Education Curriculum.
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CONTENT

Meaning of Print Making

Print making is the creation of artistic design from which many images are made.

To perform print making us do the following:

1. Choose a surface such as a leaf, a piece of cardboard, a piece of wood, stone to be the design.
2. Prepare the printing plate by cutting or drawing an image onto the surface.
3. Apply ink.
4. Press the paper onto the surface by using your hand or any flat objects.
5. Remove the finished print from the surface to make a design.

Types of prints

There are four types of prints making. These are

1. Relief
2. Intaglio
3. Lithography
4. Stenciling

Process of relief printing

Relief printing is a process of making printed from relief objects such as wood and leaves. We can also make relief printing by drawing your design with knife or blade on objects such as soft wood, yam, cardboard.

Thumbprint making is the use of our thumbprints to make patterns using different colours.

Leaves are used for making beautiful patterns in art. It is in different shapes and sizes. Some are long and slim while some are short and broad.

Leaves for printing

The vein of the leaves to be used for printing should be very large.

The vein of the leaves must be rough on the surface and be able to absorb or take in the colour or ink you are using for the pattern.

The following are some plants with broad vein

1. Mango tree
2. Hibiscus flower plants
3. Cocoyam plant
4. Guava tree
5. Yam plants
6. Cashew tree.

How to make prints with leaves

1. Select the leaf you want to use.
2. Select your colour of choice
3. Apply colour to the surface of the leaf veins.
4. Stamp the leaf on your paper to get your leaf pattern.
5. Repeat pattern several times on the paper.

PRESENTATION

- The Teacher revises the previous lesson (**Colours**)
- The Teacher introduces the topic: Print making
- She/he explains print making deeply to the students..
- He/she mention the suitable leaves used in making prints..
- Teacher leads pupils to mention the steps in making prints.
- The pupils copy and submit their note for marking.

STUDENT ACTIVITIES:

- The students select a leaf of their choice and make a fine leaf pattern with two colours.
- They use their thumb to make a beautiful print design.

EVALUATIVE ACTIVITIES

Instruction: Answer the following questions below.

- What is printmaking?
- Mention three leaves that can be used in making a print.
- Mention the steps of making prints with leaves.

WEEK: 8

CLASS: PRIMARY 4

DURATION: 40 MINUTES

TOPIC: Drawing material and still life objects (man-made objects).

Learning Objectives

At the end of this Module, Pupils should be able to:

- Identify still life objects.
- Named the material used in drawing still life objects.
- Draw and shade still life objects.

TEACHING AND LEARNING MATERIALS

- Pencil
- Drawing book
- Different colours

- Art works
- Explanatory posters/pictures
- Explanatory Video

Entry Behaviour: the students have been taught the definition and types of colours.

REFERENCE MATERIALS

- Universal Basic Education Curriculum.
- NERDC Basic Education Curriculum for primary schools.
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CONTENT

Still life objects are objects that cannot move. They are called inanimate objects. That is they do not have life. Examples are chalk board, chair, desk, table, bag etc.

Materials used when drawing still life objects

1. A pencil (2B , 3b or 4B)
2. An eraser.
3. Drawing book or paper that looks like a drawing book.

Technique used when drawing still life objects

1. Objects are drawn from like a transparent wire frame forms with visible lines of construction.it helps us to be aware of the shape of each individual form and it position in relation to other forms
2. Sketch out the object lightly. This make it easier to change any mistakes and erase any lines of construction.

Shading

It is the process of adding shadows and light to our drawings. The following are types of shading that can be used in still life drawing.



A properly shaded still life drawing

Shading is very important and it must be done properly. Pencil should be used lightly when shading and be patient to prevent mistakes.

- Mass shading
- Line shading
- Pointillism
- Cross hatching
- Smooth shading

Steps taken when drawing still life

1. Pick an objects to draw.
2. Place it on a table.
3. Have a source of light in other to specify where the shadows will fall.
4. Observe the objects for some minutes (6 – 10 minutes).
5. Start from where you feel comfortable
6. Draw lightly the shapes you see in the objects like circle or rectangle.
7. Darken the outline.
8. Take break when you are tired.
9. When you are done compare it the still life drawing.

PRESENTATION

- The Teacher revises the previous lesson (printmaking).
- The Teacher introduces the topic: **Drawing material and still life objects (man-made objects).**
- She/he explains still life objects deeply to the students.
- He/she mention the steps in drawing still life objects

- Teacher leads pupils to mention the material needed for drawing still life objects.
- The pupils copy and submit their note for marking.

STUDENT ACTIVITIES:

- Draw and shade any still life objects using any techniques of you like.

EVALUATIVE ACTIVITIES

Instruction: Answer the following questions below.

- What is still life drawing?
- List three examples of still life objects.
- Mention the materials needed when drawing still life.

CONCLUSION: the teacher sum up the lessons and marks the pupils note.

WEEK: WEEK 9

CLASS: PRIMARY 4

DURATION: 40 MINUTES

TOPIC: Modeling I (paper Mache or papier-mâché).

Learning Objectives

At the end of this Module, Pupils should be able to:

- State the meaning of paper – mache.
- Identify marterials used in paper mache.
- Name objects produced using paper mache
- Make objects using paper mache.

TEACHING AND LEARNING MATERIALS

- Pencil
- Drawing book
- Different colours
- Art works
- Explanatory posters/pictures
- Explanatory Video

Entry Behaviour: the students have been taught still life drawing.

REFERENCE MATERIALS

- Universal Basic Education Curriculum.
- NERDC Basic Education Curriculum for primary schools.
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CONTENT

PAPIER MACHE

Paper Mache are substance made from paper pulp that can be moulded when wet and painted when dry. Sometimes it can be strengthen with textiles and bound with adhesive like glue, starch.

Materials needed for preparing paper Mache

1. Old newspaper
2. Adhesive or starch
3. Sieve
4. Bowl
5. Mould

Techniques used when preparing paper Mache

The two main techniques are:

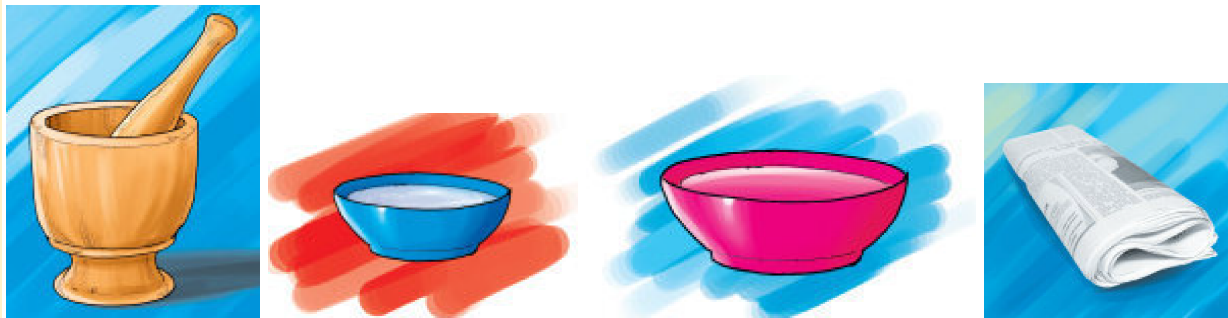
1. The use of paper stripes glued together with adhesive or starch. A form for support is needed on which to the glue the paper strips.
2. The use of paper pulp obtained by soaking of paper to which adhesive or starch is then added. The pulp can be shape directly inside the desired form.

Wire, chicken wire, lightweight shapes and textile may be needed for support of both methods.

Steps in making paper mache

1. Soak some torn up newspaper in water overnight.
2. Drain and boil some clean water for about 30 minutes until the fibres start to break up.
3. Sieve the pulp and throw away the water.
4. Beat or whisk the pulp to break up the fibres.
5. Mix the adhesive or starch into the pulp until it forms a clay like substance.
6. Start modelling.

Materials used in making paper mâché



PRESENTATION

- The Teacher revises the previous lesson (**Drawing material and still life objects (man-made objects)**).
- The Teacher introduces the topic: Modeling
- She/he explains paper mache deeply to the students.
- He/she mention the steps in making paper mache.
- Teacher leads pupils to mention the material needed for making paper mache.
- The pupils copy and submit their note for marking.

STUDENT ACTIVITIES:

- Prepare a paper Mache mixture and mound any objet you like.

EVALUATIVE ACTIVITIES

Instruction: Answer the following questions below.

- What is paper Mache?

- Mention the two technique that can be used to prepare paper Mache.

CONCLUSION: the teacher sum up the lessons and marks the pupils note.

WEEK: WEEK 10

CLASS: PRIMARY 4

DURATION: 40 MINUTES

TOPIC: modeling II (Object produce from paper Mache.).

Units:

- Object produce from paper Mache.

Learning Objectives

At the end of this Module, Pupils should be able to:

- The Object produce from paper Mache.

TEACHING AND LEARNING MATERIALS

- Pencil
- Drawing book
- Different colours
- Art works
- Explanatory posters/pictures
- Explanatory Video

Entry Behaviour: the students have been taught still life drawing.

REFERENCE MATERIALS

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The following are object produced by paper Mache

1. Lizards
2. Cups
3. Plates
4. Masks bowl



PRESENTATION

- The Teacher revises the previous lesson (Modeling).
- The Teacher introduces the topic: Modeling ii – Object produce from paper Mache
- He/she mention the Object produce from paper Mache.
- The teacher leads pupils to mention Object produce from paper Mache
- The pupils copy and submit their note for marking.

STUDENT ACTIVITIES:

- Prepare a paper Mache mixture and mound any object you like.

EVALUATIVE ACTIVITIES

Instruction: Answer the following questions below.

- Mention three Object produce from paper Mache

WEEK: WEEK 11 -12

CLASS: PRIMARY 4

DURATION: 40 MINUTES

TOPIC: Introduction to music

Learning Objectives

At the end of this Module, Pupils should be able to:

- Define music.
- Define noise.
- State the sources of music
- Differentiate between noise and music.

TEACHING AND LEARNING MATERIALS

- Pencil
- Drawing book
- Different colours
- Art works
- Explanatory posters/pictures
- Explanatory Video

Entry Behaviour: the students have been taught still life drawing.

REFERENCE MATERIALS

- Universal Basic Education Curriculum.
- NERDC Basic Education Curriculum for primary schools.
- Lagos State Scheme of work
- Unified Schemes of Work Primary Schools for Cultural and Creative Arts (MIDDLE BASIC)
- Internet Materials.
- Cultural and Creative Arts for Primary Schools.

CONTENT

Meaning of Music

Music is the combination of rhythmic sounds in a way that is pleasing to the ears.it is the arrangement of sound in a regular pattern. Style that is consistent in its movement or flow.

Sources of Movement

1. Through human voice.
2. Stamping of the feet.
3. Clapping.
4. Striking objects that are not musical instruments.

What is noise?

It is the disorganized sounds and it unpleasant to the ears. Sounds can turn to noise when they are louder than the ear would accept.

Differences between music and noise

1. Music is pleasant to the ear while noise is not.
2. Music has rhythm but noise may not have rhythm.
3. Music is arranged while noise is not arrange.
4. Music is acceptable to the ears but noise is not suitable.

PRESENTATION

- The Teacher revises the previous lesson (Modeling ii – Object produce from paper Mache).
- The Teacher introduces the topic: **Introduction to music**
- He/she define music deeply to the pupils.
- He/she differentiate between music and noise.
- The teacher leads pupils to mention the difference between music and noise.
- The pupils copy and submit their note for marking.

STUDENT ACTIVITIES:

- Produce music beats with the use of hand and table.

EVALUATIVE ACTIVITIES

Instruction: Answer the following questions below.

- What is noise?
- What is music?
- Mention three differences between music and noise.

WEEK: 13

DATE:

CLASS: PRIMARY 4

DURATION: 40 MINUTES

TOPIC: Musical Instrument and sounds – local musical instrument

Units:

- Definition of music instrument.
- Musical instrument in our locality.
- Methods of sounds production.

Learning Objectives

At the end of this Module, Pupils should be able to:

- Define music instrument.
- Identify and name some musical instruments.
- Explain the production of sounds.

TEACHING AND LEARNING MATERIALS

- Pencil
- Drawing book
- Different colours
- Art works
- Explanatory posters/pictures
- Explanatory Video

Entry Behaviour: the students have been taught still life drawing.

REFERENCE MATERIALS

- Universal Basic Education Curriculum.
- NERDC Basic Education Curriculum for primary schools.
- Lagos State Scheme of work
- Unified Schemes of Work Primary Schools for Cultural and Creative Arts (MIDDLE BASIC)
- Internet Materials.
- Cultural and Creative Arts for Primary Schools.

CONTENT

Meaning of Musical instrument

Musical instruments are what is used to produce good musical sounds.

In Nigeria we have locally made musical instruments. These local instruments are made from materials found around us. Local instruments can also be called Percussion Instruments.

They are played during occasions like festivals, ceremonies. Some are used for public announcement while some are played on a special ceremonies.

Some local musical instrument

1. Ganga
2. Udu
3. Agogo
4. Kakaki
5. Nsaka
6. Kalangu
7. Ifiom
8. Ekwe

Production of sounds

Local instruments produce sound by hitting, shaking, beating, blowing air into it, plucking or by rubbing the instruments.

The following musical instrument according to their sound production

- Hitting: Agogo.
- Beating: Drum, talking drum, xylophone, udu (musical pot), gangan.
- Blowing air: algaita, kakaki, Ogene.
- Shaking: maracas, rattle, shekere.
- Plucking: goje, thumb piano.

PRESENTATION

- The Teacher revises the previous lesson (**Introduction to music**).
- The Teacher introduces the topic: **musical instrument and sounds**.
- He/she defines music instrument deeply to the pupils.
- He/she mentions different local musical instruments according to their sounds.
- He/she guides the student on how to make a local flute using pawpaw stalk.
- Teacher leads pupils to mention different musical instruments.
- The pupils copy and submit their notes for marking.

STUDENT ACTIVITIES:

- Make a local flute using pawpaw stalk And Produce music sound using it.

EVALUATIVE ACTIVITIES

Instruction: Answer the following questions below.

- What is a musical instrument?
- Mention three names of Nigeria local instrument.