

## **PRY 5 CCA FIRST TERM**

### **SCHEME OF WORK WKS TOPICS**

- |             |   |
|-------------|---|
| 1-2         | ART – Definition, origin and branches of art    |
| 3-4         | Creating Music/ Sol-fa Notation value           |
| 5-6         | DRAWING: - meaning of drawing                   |
| 7-8         | Pattern and Design                              |
| 9-10        | Music notes and their                           |
| value 11-12 | WEAVING   |
| 13.         | Introducing Values in Cultural and Creative Art |
| 14.         | Revision and Examination                        |

### **WEEK 1&2**

#### **TOPIC: ARTS**

**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should able to:

1. State the meaning of arts
2. State the origin of arts
3. Mention the branches of arts

**INSTRUCTIONAL MATERIALS:** A chart showing all ancient arts.

#### **Reference Materials**

Lagos state scheme of work,  
Online information  
Relevant materials  
Pupils textbook

**Behavioral Objectives:** pupils are familiar with the topic in their previous classes.

#### **CONTENT**

#### **MEANING OF ARTS**

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

### **ORIGIN OF ARTS**

Ancient arts are stone carving, rock painting, pottery. It started from the early days of the cave men. These cave men uses animal blood and various earth colors on the rock.

Ancient people used drawing to communicate with one another. Like the ancient Egypt make use of picture symbol. The word arts was derived from the Latin word ARTI which means 'to do well'

### **IMPORTANCE OF ARTS**

1. It serves as a means of communication
2. It serves as a means of livelihood and foreign exchange
3. It is used for decoration
4. It also promote the cultural heritage and tourism
5. It serves as a means of entertainment.

### **BRANCHES OF ARTS**

An art is divided into two branches: these are liberal arts and visual arts.

Creative art are of two types: 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 or show information of the past happenings to the viewers.
2. Visual arts: this arts make use of colors, forms and other design elements to create ideas that send messages to people.

### **ASSESSMENT AND EVALUATION**

1. State the meaning of arts
2. State the origin of arts
3. Mention the branches of arts

**WRAP-UP (CONCLUSION):** Teacher goes over the topic once again for better understanding.

### **ASSIGNMENT**

1. What is arts?
2. Narrate the origin of art.
3. Mention three importance of art.

## WEEK 3&4

### TOPIC: CREATING MUSIC AND SOLFA VALUES

#### Behavioral objectives

At the end of this lesson, pupils should be able to:

- 1 explain the term 'Tonic sofa';
- 2 write values of sol-fa names;
- 3 set words to sulfas notation;
- 4 clap rhythm of the phrase set to music;
- 5 play the notes on an instrument.

**INSTRUCTIONAL MATERIALS:** A chart showing all the musical notes

#### Reference Materials

Lagos state scheme of work,

Online information

Relevant materials

Pupils textbook

**Behavioral Objectives:** pupils are familiar with the topic in their previous classes.

## CONTENT

### The tonic sol-fa notation

Music notation is a system of signs used to represent music sounds. There is staff notation and sol-fa notation. Staff notation has seven notes. They are often written on the staff. On the other hand, a sol-fa notation is a system in which the notes of the music scale are represented by seven short words, namely do, re, mi, fa, so, la, ti, do. It uses a system of musical notation known as modulator. The modulator deals with the rising and falling of sound. In tonic sol-fa notation, every music tone or note is given a name according to its relationship with other tones in the key. The usual staff notation is replaced with tonic sol-fa. It has the abbreviations d, r, m, f, s, l, t, d. See the diagram

on page 47 for their descriptions in music. The tonic sol-fa method makes use of a system of time-names to aid in the study of time in music. The pulse is the unit of measurement, and a tone one pulse long is named TAA, for example: d :d d :d. When a tone continues through more than one pulse, it is indicated by a dash, and the time-name is obtained by dropping the consonant, for example:

d :d | d : | d :- | : TAA TAA TAA - AA | TAA - AA - AA - AA

A pulse is divided into halves (half-pulse) -, , tones are named TAATAI, and is indicated in the notation by a dot in the middle.

A tone continued into the first half of the next pulse, a pause-and-a-half tone is named and indicated thus:

### Values of tonic sol-fa

The values of tonic sol-fa notation are always represented by dots. The number of dots placed before the sol-fa notation determines the duration or the length of the sound. Sol-fa does not generally indicate time signatures, and does not differentiate between the different beat values of 2/2, 2/4 and 2/8. They are all written in the same way. A bar line (|) precedes the first beat of the bar, and a colon precedes beat two.

A note longer than one beat is indicated by a dash (-). A full stop precedes the half beat, and a comma precedes a quarter beat. An inverted comma (‘ ’) precedes a triplet division. Rests are simply rhythm marks without sol-fa names.

The following are examples of the values in tonic sol-fa notation:

d. This represents half beat.

d: This represents one beat.

d:-: This represents two beats.

d:-:-: This represents three beats.

d:-:-:-: This represents four beats.

### Setting words to sol-fa notation

Setting words to sol-fa notation means writing a poem or lyric and writing sol-fa notation to represent them. It is important to understand the way words are set to sol-fa notation in your study of music. Study the steps below. Your teacher would guide you.

#### Step 1

The poem should be written out like this:

O-righteousness

!

O-righteousness

!

Righteousness exalts a nation.

Sin is a reproach to a people.

Lord, give us righteousness.

#### Step 2

The poem should be set to syllables:

O – Righteousness!

O – Righteousness!

Righteousness exalts a nation. Sin is a reproach to a people. ses blow.

Lord, give us right-eo

.

#### Step 3

The rhythm should be written out:

d - : d: d: / d : - : - : - : /

d - : d: d: / d : - : - : - : // (etc.)

#### Step 4

The tune should be set into tonic sol-fa:

d - : / : s : / d: - : - : - :

O : right-eous-ness! (etc.)

r. - d : t : / d : - : - : - : //

**O right-eous-ness!**

**Clapping to the rhythm of the phrase (group of notes) set to music**

Music reading requires constant practice for one to achieve fluency; and music reading involves clapping or tapping to the rhythmic movement of the music. This helps to bring out the sentences and phrases in the music. As you gain experience, you are expected to be able to have knowledge of common rhythmic phrases, i.e. a group of music notes, which can be instantly recognized. This is the ability to respond to common phrases and idioms in any spoken language. Your music teacher will guide you through standard music repertoire, with technical exercises. This is in addition to rhythm-only drills, which will help you to greatly improve your adding abilities and sense of timing and it will also add variety to your music practice. The following extract from Alan Cunningham's song may be used in the training.

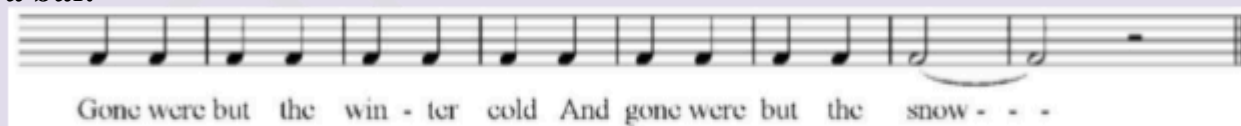
*Gone were but the winter cold,  
And gone were but the snow,  
I could sleep in the wild woods  
Where primroses blow.*

When writing a rhythm, you are first expected to read the verse carefully. You should think about what the words mean; and then read it aloud to find which the strong (stressed) syllables are and which the weak are.

The first two lines in the verse above, for example, have alternate syllables stressed. You can mark them with accent signs, like this:

*Góne were bút the winter cóld,  
And góne were bút the snów,*

If you say it aloud, you can hear that it almost automatically produces a duple-time rhythm, e.g. 2/4. Now you can set each syllable to a crotchet, and put each stressed crotchet in a strong position by making it as the first beat of a bar.



If you look at the third line, you will find that it is not so easy. However, by stressing alternate syllables like the first two lines on the fourth line, you would have to stress the last syllable of 'primroses' as follows:

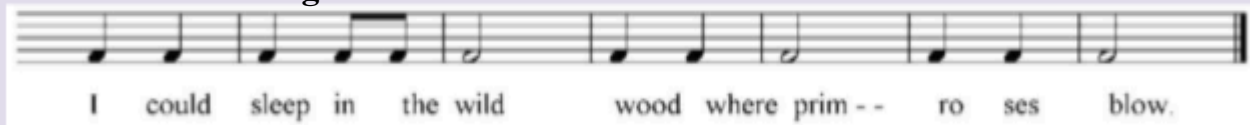
*Where primroses blow*

But that does not sound right, because 'primroses' has a stress on the first syllable only.

If you read the words aloud, you can hear that the stress should be like this:

*I could sleep on the wild woods  
Where primroses blow*

However, you can see that these stresses are not as regular as the first two lines, but you can keep the stressed syllables on the strong beats by using a combination of longer and shorter notes like this:



### ASSESSMENT AND EVALUATION

- 1 explain the term 'Tonic sofa';
- 2 write values of sol-fa names;
- 3 set words to solfas notation;
- 4 clap rhythm of the phrase set to music;
- 5 play the notes on an instrument.

**WRAP-UP (CONCLUSION):** Teacher goes over the topic once again for better understanding.

### ASSIGNMENT

Fill in the gaps with the correct answers from the options provided below.

- 1 Music notation is used to represent\_\_\_\_\_.  
a) music jamz b) music hiphop c) music sounds
- 2 The staff notation has\_\_\_\_\_ lines.  
a) five b) six c) seven
- 3 The modulator deals with the\_\_\_\_\_ and\_\_\_\_\_ of sound.  
a) sloping, jumping b) rising, slanting c) rising, falling
- 4 The values of tonic sol-fa notation are represented by\_\_\_\_\_.  
a) comma b) question marks c) dots
- 5 Setting words to solfa-notation means\_\_\_\_\_ a poem or lyrics.  
a) copying b) jolting c) writing

### WEEK 5&6

### TOPIC: DRAWING

#### Behavioral objectives

At the end of this lesson, pupils should be able to:

- 1 identifies different types of drawing;
- 2 produce different types of drawing.

### INSTRUCTIONAL MATERIALS:

Drawing board

**Pencil**  
**Color church**  
**Brush**

### **Reference Materials**

**Lagos state scheme of work,**  
**Online information**  
**Relevant materials**  
**Pupils textbook**

**Behavioral Objectives:** pupils are familiar with the topic in their previous classes.

### **CONTENT**

#### **What is a Drawing?**

**Drawing is the art of making art works or pictures with the use of pen, pencil or any other material that is available. It is also a method of expressing creative and artistic feelings of artists by means of marking lines to represent the objects or forms. Other materials used for drawing includes: marker, crayon, drawing board, eraser, and pastel..**

**Drawing is a work of art.**

**It is a means of communication through the medium of art. We can therefore say that drawing is one form of art 'language' but this is not spoken language; it is just a way of expressing ideas, impressions, mood, feelings, etc. through the use of lines.**

**In drawing, we make use of lines**



**The artist in the picture, is making use of lines to draw.**

**He can still draw other objects like chair, knife, umbrella, cupboard, etc., using lines.**

### **Forms of Drawing**

**There are different forms of drawing. These are still life drawing, nature drawing, landscape drawing, imaginative drawing, life (or human) drawing, etc.**

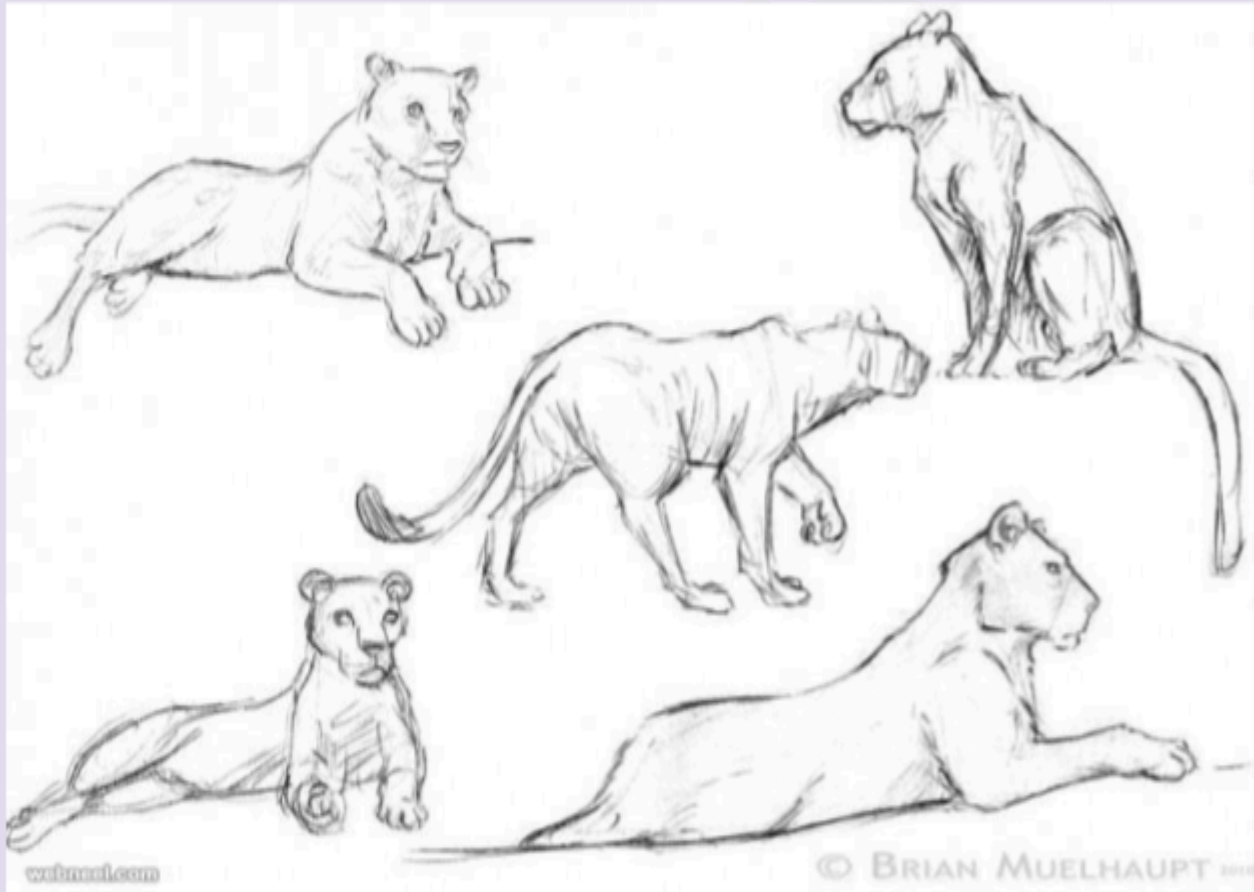
#### **Still Life Drawing**

**This is the drawing of objects made by man. It is the drawing of objects which have no life, i.e., life-less objects. For example, we can draw still life objects like bottles, baskets, cups, buckets, tables, chairs, knife, umbrella, pen, biro, books, beds, mattresses, pots, cupboard, plates, jugs, etc.**



## **(ii) Nature Drawing**

There are many natural objects around us. God created these natural objects.



The drawing of these objects created by God is what we call nature drawing. The objects can be grouped into classes: For instance, animals, birds, insects, reptiles, plants, flowers, etc



Specific examples of objects under nature drawing are: elephant, lion, tiger, giraffe, deer, antelope, hyena, boar, zebra, monkey, gorilla, chimpanzee, fish, hippopotamus, crocodile, lizard, crab, spider, Ostrich, hawk, eagle, vulture, baobab tree, silk-cotton tree, cam wood tree, etc

### **(iii) Landscape drawing**

An artist should be observant. He or she should observe his or her environment. There are several environments to observe.





**For instance, the school environment, the village environment, the city environment, e.g., the markets, the motor park, railway station, the football stadium, the airport, the seaport, forest, mountain, seashore, etc.**

(iv) **Imaginative Drawing**

An artist can draw what is not physically available to him or her. This is an imaginative drawing. It is a drawing from the memory. The artist creates a picture mentally.



It may be the picture of an object, a person or an environment. He figures out the shape, the figure o'r the landscape, and begins to draw from memory without seeing the object or the person or the environment.



**We can do imaginative drawing to tell a story**

### **(v) Life Drawing**

**We can draw real animals and human beings. The whole figure of the animal or the human being can be drawn.**



We can also draw parts of the body, e.g., the head. This type of drawing is called life drawing. In life drawing, the artist can ask a person to pose, to be drawn. The person can be in a sitting position, etc.

#### **(vi) Stick Drawing**

Stick drawing uses line representations. It is a skeleton type of drawing. In producing a stick drawing of a human being, flesh will not be added.



## **ASSESSMENT AND EVALUATION**

1 identifies different types of drawing; 2 produce different types of drawing.

**WRAP-UP (CONCLUSION):** Teacher goes over the topic once again for better understanding.

## **ASSIGNMENT**

What is drawing?

2 Name five objects that you can draw. 3 List three types of drawing.

4 What is landscape drawing

## **WEEK 7&8**

### **TOPIC: PATTERN MAKING AND DESIGNS**

**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to:

1. Define pattern and design
2. List the types of pattern and design
3. State the meaning of motive and its types.
4. List types and uses of cards;
5. List materials for making cards;
6. Make cards for a particular ceremony

**INSTRUCTIONAL MATERIALS:** Pencil

Scissors

Cutting knife

**Crayon**  
**Marker**  
**Brushes**  
**Relevant glue**  
**Ruler**  
**Bond paper**

### **Reference Materials**

**Lagos state scheme of work,**  
**Online information**  
**Relevant materials**  
**Pupils textbook**

**Behavioral Objectives:** pupils are familiar with the topic in their previous classes.

### **CONTENT**

#### **Pattern and Design**

Human beings love beautiful things. They love to make their environment beautiful, e.g., the home, the school, offices, etc. Men and women also love to beautify their bodies, making use of decorative materials.

We can decorate cards and posters using patterns. We also can use patterns to decorate cloths. Pattern, in this sense, means a repeated arrangement of shapes, colors or lines, to create beauty. In design, we work out the structure or form of something by making a sketch, outline or plans.

Design can also be described as a plan, sketch or preliminary drawing. It is the arrangement or pattern of elements of features of an artistic or decorative work. Pattern and design, can mean the same thing. They both deal with finished artistic and decorative creation.

Lines can be used to create patterns and designs.

#### **Meaning of card making**

Card making is the use of designs and/or writing on cardboard to convey a special message. A card can convey a congratulatory message, condolence message, wishes, and so on.

The message a card conveys depends on its type. Below are types of cards.

### Types and uses of cards

1 Greeting cards 2 Emotional cards

3 Seasonal cards 4 Success cards

5 Invitation cards 6 Condolence cards

7 Congratulatory cards

**1 Greeting cards:** These are cards that carry messages of best wishes and joy to the receiver on special occasions, such as wedding anniversary, Christmas



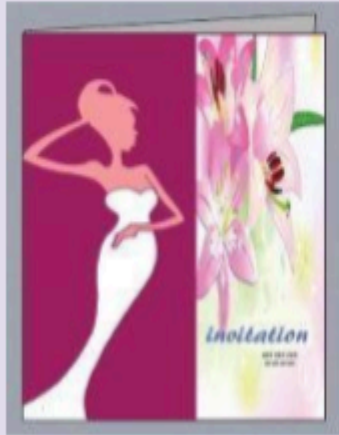
#### (i) Seasonal cards

These are cards to convey greetings during specific occasions such as Christmas, New Year, Id-el-Fitri, Easter, harvest, etc.



## **(ii) Invitation Cards**

Invitation cards are cards used to invite people to participate in or be present during occasions such as naming ceremony, birthday ceremony, house-warming ceremony, commissioning ceremony, graduation ceremony, funeral ceremony, etc.



## **(iii) Congratulatory Cards**

Some congratulatory cards also can serve as invitation cards to happy occasions. They are sent to rejoice with the recipients on occasions of joy such as graduation, birthday, house-warming, commissioning, promotions, etc.



## **(iv) Appreciation Cards**

These are specially-designed cards to thank somebody, e.g., for attendance during an occasion, for a favor done, etc.

As we have seen above, cards are used:

- (a) To invite people to occasions.**
- (b) To exchange greetings.**

- (c) To congratulate people for success achieved.
- (d) To also show appreciation.

**Condolence cards:** These are sent to people who are bereaved, that is, whose relation has died. It is used to express sympathy to the bereaved.

**Emotional cards:** These are used for expressing feelings such as love to dear ones. They can also be used to express one's bitter feelings towards someone or something. They are not tied to specific seasons or occasions. So they can be used anytime of the year. Emotional cards are usually sent to friends and family members.



**Success cards:** These cards are used to express best wishes of success to loved ones during examination periods.



### **Functions of cards**

- 1 Cards can be used to express emotional feelings of joy, happiness, love, sorrow, bitterness or pain.
- 2 Cards can be used to celebrate anniversaries like weddings, birthdays, events, etc.
- 3 Cards can be used to convey messages to people around us.
- 4 Cards can be used to appreciate other people's impact in our lives.

5 Cards can be used as an evidence to show that we are invited to a social event.

### **Materials for making cards**

It is essential to make available all the materials required when making a card. The following materials would

be needed during card making: 1 Assorted colors of cardboard 2 Pencil

3 Scissors

4 Cutting knife

5 Crayon

6 Marker

7 Brushes

8 Relevant glue

9 Ruler

10 Bond paper

11 Assorted varieties of ribbons

### **ASSESSMENT AND EVALUATION**

1. Define pattern and design
2. List the types of pattern and design
3. State the meaning of motive and its types.
4. List types and uses of cards;
5. List materials for making cards;
6. Make cards for a particular ceremony

**WRAP-UP (CONCLUSION):** Teacher goes over the topic once again for better understanding.

### **ASSIGNMENT**

Fill in the gaps with the correct answers from the options provided below.

1 \_\_\_\_\_ is the use of designs and/or writing on cardboard to convey a special message.

a) Board making b) Card making c) Crayon making

2 A \_\_\_\_\_ card is given to a friend during an examination.

a) success b) congratulatory c) greetings

Explain five types and uses of cards.

2 List any five materials for making cards.

3 Draft a message for a card of your choice.

## WEEK 9& 10

### TOPIC; **MUSIC NOTES AND THEIR VALUES**

**BEHAVIOURAL OBJECTIVES:** At the end of the lesson, pupils should be able to:

1. Define some terms used in music
2. Mention the musical notes explain music notes;
3. Give examples of music notes;
4. Write the values of music notes;
5. T claps the rhythms of the music notes.

### **INSTRUCTIONAL MATERIALS:**

A chart showing the musical notes and beats

### **Reference Materials**

Lagos state scheme of work,

Online information

Relevant materials

Pupils textbook

**Behavioral Objectives:** pupils are familiar with the topic in their previous classes.

### **CONTENT**

#### **Meaning of music notes**













Music notes are a system of signs or symbols used to represent sounds on the staff. They are written on the staff to show the pitch and duration of a sound. Notes are centered on the lines or in the spaces between the lines. Stems on notes above the middle line trail down from the left of the note. Stems on notes below the middle line go up on the right of the note. Stems on notes on the line usually go down except when adjacent notes (notes beside them) have flags that go up.

Note stems are usually one octave (eight successive lines and spaces) long.

When two melodies occupy the same staff, the stems for the note sign one melody are written up, and the stems for notes in the other are written down.

## Examples and values of music notes

The duration of the sound depends on the note's length (or values), which is specified by its shape, stem, or flag(s); and to every music note, there is an equivalent rest sign.

REST NAME	REST SYMBOL	REST LENGTH	NOTE SYMBOL
Whole Note ( <i>Semi-breve</i> )		4 beats	
Half Note ( <i>Minim</i> )		2 beats	
Quarter Note ( <i>Crotchet</i> )		1 beat	
8th Note ( <i>Quaver</i> )		$\frac{1}{2}$ beat	
16th Note ( <i>Semiquaver</i> )		$\frac{1}{4}$ beat	
32nd Note ( <i>Demisemiquaver</i> )		$\frac{1}{8}$ beat	

## ASSESSMENT AND EVALUATION

### 1. Define some terms used in music

2. Mention the musical notes explain music notes;
3. Give examples of music notes;
4. Write the values of music notes;
5. T claps the rhythms of the music notes.

**WRAP-UP (CONCLUSION):** Teacher goes over the topic once again for better understanding.

## ASSIGNMENT

What are music notes?

- 2 Give three examples of music notes.
- 3 Write one value of music notes

## WEEK 11&12

### TOPIC: INTRODUCTION TO WEAVING

#### Behavioral objectives

At the end of this lesson, pupils should be able to:

- 1 define weaving;
- 2 mention types of weaving;
- 3 weave a mat with strips of paper using plain weave. **INSTRUCTIONAL MATERIALS:**

Basket

Mat

#### Reference Materials

Lagos state scheme of work,

Online information

Relevant materials

Pupils textbook

**Behavioral Objectives:** pupils are familiar with the topic in their previous classes.

## CONTENT

### Meaning of Weaving

Weaving is placing strips of materials or thread upon one another. It is the process of interlacing strips of materials or threads to form something.

Weaving can be defined as the arrangement of yarns in order to make fabric. The yarns are arranged to interlock into each other on the loom in order to create a design. A loom is a tool used to weave a fabric. It helps to hold the threads (warp and weft yarn) tightly together

Things formed by weaving are mats, clothes, hunter's pouches, baskets, raffia, objects, cane chairs, hairs, etc.

### (b) Types of Weaving Two

types of weaving are:

### **(i) Horizontal Weaving**

It is also called Sideward Weaving. Here, the fixed stripes or threads are placed sideward. The fixed stripes or threads are called 'warps', while those carried across are 'wefts' Horizontal weaving loom: The horizontal weaving loom is mainly used by men for traditional fabric weaving. It is mainly used in the traditional weaving town of Iseyin in Oyo State. In recent times, women have also started using the horizontal loom.

### **(ii) Vertical Weaving**

It is also called upward weaving. In this, the fixed stripes or threads are placed upward to form patterns or designs. This is the type of weaving loom that is vertical and upright. Traditional weavers who are mainly women use this type of loom in Kwara, Kogi, Oyo, and some eastern states of Nigeria. It can be easily moved from one location to another

### **Types of weaving**

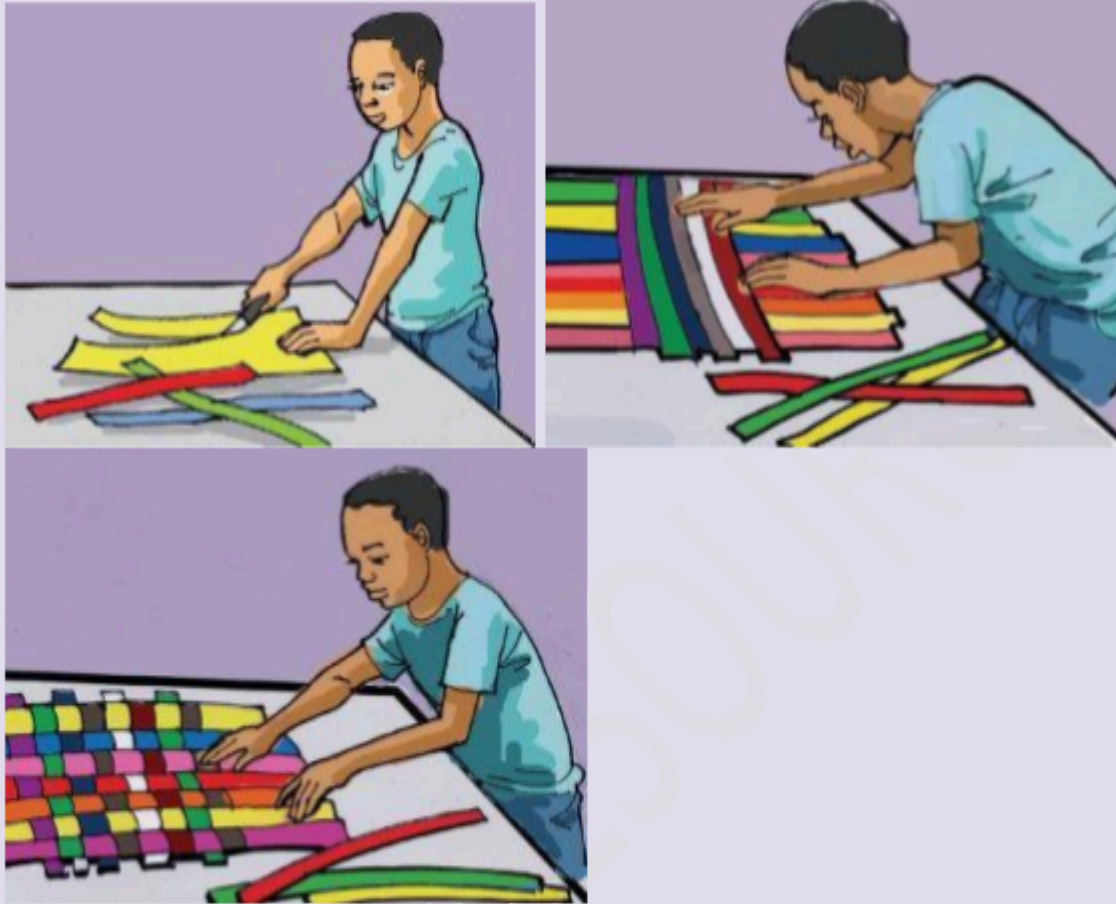
- 1 **Plain weave:** This is the most common type of weaving. It is very simple in nature. It may have variations such as rib weave, matt weave and basket weave.
- 2 **Twill weave:** This mainly has diagonal designs formed by the yarn. It is more closely woven, and can be used to produce fancy designs.



### Steps in weaving with paper

**Step 1:** Cut strips of cardboard with each strip measuring 2 cm by 30 cm. Use different colors of cardboard to enhance the beauty of the final weave.

**Step 2:** Lay one of the strips of paper horizontally. Beginning with the second strip, gum every other paper strip on it vertically, without leaving any space in-between them.



**Step 3:** Interlace the vertical strips of paper with the remaining strips of paper horizontally. Please ensure that they are neatly and closely knitted together.

**Step 4:** Tape all the edges of the weave together.

### **ASSESSMENT AND EVALUATION**

- 1 define weaving;
- 2 mention types of weaving;
- 3 weave a mat with strips of paper using plain weave

**WRAP-UP (CONCLUSION):** Teacher goes over the topic once again for better understanding.

### **ASSIGNMENT**

1. What is weaving?
- 2 Explain the two types of looms used for weaving.

**3 List and describe the types of weaving you know**

MDT RESOURCES