

SECOND TERM CULTURAL AND CREATIVE ART E LESSON NOTE FOR BASIC SIX

Table of content

Week	Topic
1.	Rhythms Pattern
2.	Rhythms Pattern Contd
3.	Melody making Choir
4.	Introduction to Elements of drama
5.	Introduction to Elements of drama contd
6.	Creating drama
7.	Creating drama contd
8.	Casting and rehearsal
9.	Casting and rehearsal contd
10.	Introduction to staging a play
11 - 12	Utilization of Natural resources

Class: Basic Six

Week: one and two

Topic: Rhythm pattern

Behavioural objectives: At the end of the lesson, students should be able to;

1. State the meaning of rhythm

2. List types of rhythm

Instructional material/Reference material: Learn Africa Basic Cultural and Creative Art UBE edition for primary schools pupils 6

Building Background /connection to prior knowledge : Students are familiar with rhythm

Content:

Meaning of rhythm

Rhythm in music is the regular repetition or movement of sounds according to chosen time. It can also be described as specific patterns which are formed by series of notes that have different duration and stress. Rhythm is thus the flow of music, which is determined by the speed or tempo of the music. Rhythm in music is very important because it enhances the quality of the sound that is heard. Indeed, a good piece of music is determined by its rhythm. Try to sing the song below and give it a rhythmic pattern.

1 We are H A P P Y (Twice)

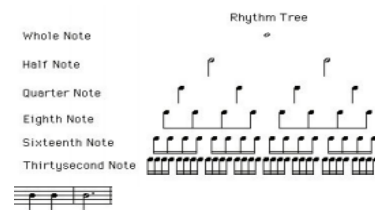
We know we are

We are sure we are

We are H A P P Y.

2 Nigeria, my beloved country

Working together.



Composers of music arrange rhythms such that the movement or flow of the music can be identified. The rhythmic pattern itself indicates where count 1 falls in the beat. Now, clap to the rhythmic melody of your favourite song. Tap your foot to the beat. As you clap and tap, can you tell where count 1 is? Your teacher will guide you.

The divisions of the beats give rhythm to a piece of music. When music has a steady beat, the rhythmic patterns that make up the music are generated by sounding tones on the beat, and between the beats. This is done by dividing the beats into groups of 2,3,4,5,6,7,8, and sometimes, more groups. These divisions

are called duplet, triplet, quadruplet, quintuplet, sextuplet, septuplet, and octuplet divisions, respectively.

Elements of rhythm

Music is created when two or more objects vibrate. These vibrations produce sound and the music is created through the combination of different elements. These include the following:

1 Beat: This is known as the basic unit of time in a rhythmic arrangement

1 Simple rhythm

2 Compound (complex) rhythm

Simple rhythm

The simple rhythmic movement refers to the simple time-signature. A time is simple when the rhythmic movement is divisible by two. For examples of simple rhythm, see 'Rhythmic exercises' below.

Compound rhythm

This rhythmic movement refers to the compound time-signature. A compound time-signature or rhythmic movement uses dotted notes.

Now, clap to the rhythmic patterns you can see in the following illustrations:

Evaluation:

Rhythmic exercise

Fill in the gaps with the correct answers.

1 Rhythm is the arrangement of _____ notes in different patterns.

2 Rhythm can also be generated by divisions of the _____.

3 Composers arrange rhythms so that the flow of the _____ can be _____.



4 _____, _____, and _____ are the foundational procedures on which music compositions rest.

5 There are _____ divisions of beats.

6 Music is created when two or more objects _____.

7 There are _____ elements of sounds which are found in music.

8 _____ Pitch _____ means

9 _____ is the pattern or placement of sounds in time and beats in music.

10 _____ refers to the tune of a song or piece of music

Class: Basic Six

Week: three

Topic: Melody making choir

Behavioural objectives: At the end of the lesson, students should be able to;

1. State the meaning of choir
2. List the parts in choir
3. Identify the different types of singing

Instructional material/Reference material: Learn Africa Basic Cultural and Creative Art UBE edition for primary schools pupils 6

Building Background /connection to prior knowledge : Students are familiar with choir.

Content:

Meaning of choral singing

Choral music is the type of music sung by a choir. A choir is an organised group of singers, singing with different voices.

Examples of such groups are school choir,

church choir and community choir.

In choral music, a group of people

sing together in different

parts to produce good music.

Care is taken to bring together

and train the voices of each of the persons that make up a choir. This is done so that the songs that they sing will be very melodious. There are four different kinds of voices that make up a choir. These1 Soprano: The soprano is the highest female voice. It is a woman/girl singing voice that is usually thin in nature. Sometimes, boys also sing this part of music. They are called boy-sopranos.

2 Alto: The alto is the second highest vocal range. It is also the highest male voice.

3 Tenor: The tenor is one of the highest male voices. It is lower than the alto but higher than the bass. A man who sings this part is also called a tenor. This type of voice is usually used by the man who plays the part or the role of a hero in an opera.

4 Bass: This is the lowest male voice. It is lower than the tenor. This type of voice mainly supports the foundation of the music.

Types of singing

There are six different types of singing that a choir may engage in. These are:



A choir

1 Solo: This is a musical performance by one singer or instrumentalist, with or without accompaniment.

2 Duet: This is a musical performance by two individuals or instruments.

3 Trio: This is a musical performance by three individuals or instruments.

4 Quartet: This is a musical performance by four individuals or instruments.

5 Unison: This is a musical performance of all the parts at the same pitch.

6 Harmony: This is a musical performance of the different parts at different pitches by all the voices.

Evaluation:

1. What is choral music?
2. Explain the four different kinds of voices.
3. Mention five types of singing.
4. Identify the melody pattern in a given song.



A female soloist

Class: Basic Six

Week: four and five

Topic: Introduction to elements of drama

Behavioural objectives: At the end of the lesson, students should be able to:-

1. Explain elements of Drama
2. Describe Written / Unwritten (plot, language, characterization)
3. Define Actor/ Actress

Instructional material/Reference material: Learn Africa Basic Cultural and Creative Art UBE edition for primary schools pupils 6

Building Background /connection to prior knowledge : Students are familiar with actor as people who act a drama

Content:

Meaning of theatrical elements

There are some important elements required for the success of a play presentation. These elements involve man and technical ability. By 'man', we mean the actors and actresses, while 'technical ability' refers to the quality of the script and of the costumes used during a play presentation. They are called the theatrical elements. Other parts of these elements are the stage, audience, set, light and costume.

We shall now briefly describe these elements.

Elements of play production

- 1 The script is the written story of a play to be acted in a theatre. It is written by a playwright. The playwright writes a script (story), either through his or her imagination, or from experience in daily life.
- 2 The stage is the raised area in a theatre on which actors perform. There are different types of stages, such as arena stage and open stage.
- 3 The audience refers to those who come to watch a play. They are there to enjoy the performance. The audience is very important in drama presentation because they are the ones that either commend or condemn a play. The success of a play is thus determined by the way the audience accepts it.
- 4 The set is the place where a film or television programme is filmed.

5 The light refers to the location and the time of the day on which a play is performed. It directs the attention of the audience to particular areas of the stage. So lights are used in the theatre to illuminate or produce any required effect.

6 The costume is the set of clothes that are used by actors or actresses to portray the roles they play. The costume can be made to make an actor look younger or older, or in any other way required.



A stage drama

Personnel of production

play

These are actors, actresses, and other persons who handle the camera and other equipment during play production. They are responsible for the development of a play production from the beginning to the end. Such other persons include the playwright, director, designers, stage manager and business manager. Let us study briefly what they each do. Roles of personnel of play production

Producer

He oversees all aspects of staging a production. He sources and pays for the script, finds the director, employs and pays everyone needed in a play production. He also provides money for other materials needed for the play production.

Director

He approves and interprets the play script. He is the head of the creative team. He coordinates, organises and directs all production materials and personnel

towards giving life to a script, i.e. the performance.

Playwright

This is the writer of a play. He is the creator of an art work. He conceives an idea and writes it down in a dramatic form, i.e. a script. He may sell his right, i.e. the script to a producer, or produces the play by himself if he has the financial ability. In that case, he becomes the writer and producer of the play production.

Scenic designer

He makes the atmosphere of the play interesting and realistic. The designer and director work together to ensure the appropriate setting and environment for the play

Lighting designer
This is a technical man who uses his tool, i.e light to narrate a story just as the actors. He lights the stage for actors, and creates visual effects which enhance interpretation and understanding of a play. He can create night scenes or day scenes with the effect of his light even when the play is staged during the day.

Costume designer

He/She provides clothing for the overall appearance of a character or performer. His/Her design must also be in the line with the director's concept of the production.

Sound designer

He designs and directs the audio effects (sound effect) of a production. The audio designer/sound designer can either manipulate already composed or recorded sound effects or dialogues or create, through composition, a completely new effect to meet the desired sound effect.

in the director's concept of the production.



Make-up designer

He/She applies make-up to the skin of the actors to transform or enhance the appearance of the actors in agreement with the dictates of the script or the concept of the director. Stage manager. He/She supervises the physical aspect of a stage production; assists the director during rehearsals and also takes charge of the stage during a performance.

Property manager

He/She is responsible for purchasing, acquiring and/or manufacturing properties needed for a production. He also works with other members of the production by managing the physical appearance of the stage or set.

Business manager

This is an employee of the theatre who ensures the running of the business aspect of the theatre. He is responsible for the financial needs of the personnel in a play. He is responsible for the publicity and marketing needs of a production. He recruits and manages staff generally. He is also responsible for the care of the customers, i.e. the audience. He operates from the box office.

Actors and actresses

These are male and female who perform or take part or play-role in a production. They use voice, body and action to interpret the story/script.

Note: The entire personnel mentioned above work together to ensure the success of a play production. No wonder the saying that play production is a 'collaborative effort'.

Evaluation:

1. List and explain five elements of the theatre.
2. Mention five people involved in the theatre and explain their roles.
3. Write short notes on the roles of the following theatre personnel:
(a) Playwright (b) Director (c) Actor (d) Stage manager (e) Scenic designer

Class: Basic Six

Week: six and seven

Topic: Creating drama

Behavioural objectives: At the end of the lesson, students should be able to;

1. Explain characteristics of form of drama creation.
2. List the basic forms of drama creation

Instructional material/Reference material: Learn Africa Basic Cultural and Creative Art UBE edition for primary schools pupils 6

Building Background /connection to prior knowledge : Students are familiar with drama

Content:

A play: The Irreverent

(A village setting in a central state of Nigeria. An old man is conspicuously seen sitting down on an old wooden chair. He tries to locate his walking stick which lies beside him. The impression he creates leaves no one in doubt that he is blind. He is about seventy years of age.

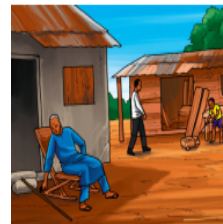
At another side of the old compound is a young boy of about five years of age. His name is Jovi. The boy is seen playing with wooden toys. And coming from the inner room is a young man of about thirtyfive years. His name is Kakomi. He is a carpenter by profession. His carpentry workshop is at the far end, very close to where the boy is.)

Scene one

Kakomi: (Arrogantly) Are you ready for your breakfast now because I want to go to the sawmill to get some materials?

Old man: (Nonchallantly) That's Ok. You can bring it if it is ready.

Kakomi: I expected that. All you know is food and nothing else. I have been busy since morning taking care of your mess in the room. (Mimicking) You can bring it if it is ready.



Can you imagine? Will I ask if I should bring it if it is not ready? (Walking inside)

Old man: Kakomi... Kak... Kakoomi...



Kakomi: (Returning with a plate of food) Take... (the mud plate

slips from the old man's hand and shatters into pieces.)
Chei! Ee uhu! My God! See what this old fool for nothing of a father has done. Do you think I work in the bank or do uproot money from the ground?



m up. The three of them hold

Old man: Kakomi, is it me you are giving this kind of insult because of...

Kakomi: If you say anything there. If you utter a word again, you will

see what I will do to you. Nonsense! (Pointing) And for your information,

apart from the fact that there is no food for you again today, let this be the

last time you will break my plate or waste my food in this house. If you repeat this, I will be left with no other choice than to send you away from this house.

Kovi: (breaks into sudden cry) Sorry Grandpa!

Kakomi: What is it son? Are you crying because of this old rascal? Don't mind him, Ok. (Takes him by the hand. Kovi follows him reluctantly, looking back).

Old man: (Stands up. Tries to locate his walking stick which has been pushed away from his side unconsciously by Kakomi, but cannot. He tries further but falls in the process. The young boy runs out to assist the old man. He cries more in the process) Light fades.

Evaluation:

1. Students should act the play in the classroom

Class: Basic Six

Week: eight and nine

Topic: Casting and rehearsal

Behavioural objectives: At the end of the lesson, students should be able to;

1. Describe Drama Construction Processes
2. Explain Skills required by an actor
3. Discuss Memorization and focus

Instructional material/Reference material: Learn Africa Basic Cultural and Creative Art UBE edition for primary schools pupils 6

Building Background /connection to prior knowledge : Students are familiar with the importance of rehearsal in dramatization

Content:

Meaning of casting

Casting is the process of choosing the actors for a play production. Casting is a very crucial aspect of a successful play production. No matter how good the script or the set or the lighting, if you do not have quality actors, your production may not succeed. Therefore, casting has to be well done.

Casting process

Casting involves a series of activities carried out by the director. In that capacity, he or she is referred to as the casting director (CD). He or she performs the following functions:

1 He/She selects a play, and familiarises himself/herself with the roles to be casted. He or she jots down notes on things like gender, body type, etc, as specified by the script.

2 He/She decides on audition criteria, i.e. yardstick for evaluation and selection of actors. For instance, he or she needs to decide on whether he or she wants an 'open call' audition, or review actors by appointment only. Another name for 'open call' is 'cattle call' audition, i.e. an audition that requires everyone to appear on the day of audition.

3 He/She decides whether the actors should read from the script or prepare 1–2 minutes monologue of their choice.

4 He/She schedules and announces through press releases, flyers, newsletters, radio, television, etc, time and venue for an audition.

5 He/She decides in advance how the audition result would be announced.

6 He/She requests the actors to come with their resumes, i.e. a written compilation of one's education, work experience, credentials and accomplishments. This is to enable the director to narrow down his selection.

7 He/She explains the play and roles prior to the start of the audition.

8 He/She decides whether or not the actors should choose the role they wish to play.

9 He/She sits in the back row of the theatre or venue so as to be able to assess the abilities and level of projection of the actors. If there is an assistant, he or she sits in the front row with a tape recorder.

10 He/She allocates equal time for reading, and make notes on actors' performance.

11 He/She stays open minded, so as to allow the actors to surprise him or her with other interesting skills they have.

12 He/She pays close attention to how actors mingle with one another during breaks in the audition. This enables him or her to know how an actor can work as a team member.

13 He/She incorporates improvisation into the audition. This is to enable him or her to know how far the actors understand the characters being auditioned for.

14 He/She schedules a call back audition. This enables the director to see the selected actors before making a final decision.

15 He or she thanks everyone for coming.

16 He/She makes the casting decision, based on talent and not on any pre-existing relationship.

Casting personnel

Casting personnel is made up of the producer, director, and or choreographer, especially in

play that requires dancing. The role of the casting personnel cannot be underestimated in casting and rehearsal processes.

Producer

He is also known as the production manager. He is responsible for the cost and general planning of the entire production process. He employs the director.

Director

He/She
actors and
action in
of a play.



An actress displaying her talent at an audition

supervises the
directs the
the production
The director

accomplishes the following tasks as earlier mentioned in the casting process:

- 1 Interprets the script
- 2 Casts the production
- 3 Collaborates with designers
- 4 Plans the rehearsals
- 5 Guides the actors in their work during rehearsals

Choreographer

He/She creates dance compositions, and plans and directs the dance or style of movement in a production.

Rehearsal

A rehearsal is a form of practice that is undertaken in preparation for a performance. In play production, the director is the general overseer of a rehearsal process. He or she is assisted by the assistant director (AD) and other production personnel discussed earlier. Rehearsals are very important towards the success of a play production. Rehearsals may take place for over six to eight weeks. Rehearsals give the cast the opportunity to learn their lines, refine their movements and find the emotional truth of the play.

The director guides the cast during rehearsals. He ensures that all the actors and technical aspects of the production (lights, sounds, sets) mesh together into a unified and consistent whole.

Types of rehearsals

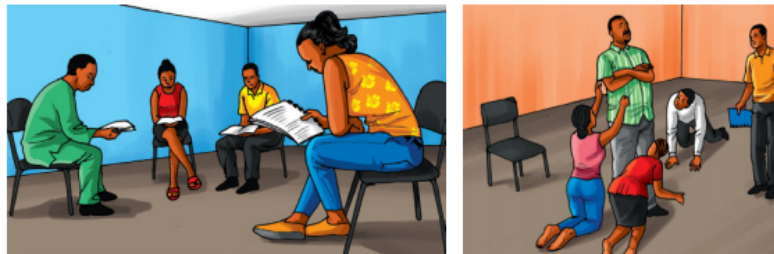
For most shows, there are five different types of rehearsals. They are:

- 1 **Read-through rehearsals**: This takes place at the beginning of the rehearsal process. The cast and director sit down at a table to read through the entire script. Cast members read their parts aloud during the process. Read-through rehearsal helps everyone to get a feel of the flow of the play and gives the director the opportunity to explain how his idea will become a reality on stage. The cast at this point get to know one another and ask questions bothering their minds before the commencement of a serious rehearsal.

2 **Blocking rehearsal:** This rehearsal states the precise movements and positions of actors on stage. The director determines blocking during rehearsal, and tells actors where they should move for the proper dramatic effect on stage. Each scene in a play is blocked up to the last scene. Once all blocking is completed, a play is said to be 'fully blocked', giving room for the next process of the rehearsal. During blocking rehearsal, the assistant director or the stage manager (or both) take notes about where actors are positioned and their movements on stage.

3 **Polishing rehearsal:** In this rehearsal, the actors refine and perfect the overall flow of the play. Here, the actors master the delivery of their lines and their physical actions. The pace and tempo of the play is determined during this rehearsal. 4 **Technical rehearsal:** This rehearsal focuses on the technical elements of the production like lighting, set changes and sound cues. They are done for just two or three days.

5 **Dress rehearsal:** This is the final rehearsal which comes up shortly before the opening performance. The rehearsal tries to duplicate the actual performance. The actors appear in full costumes and makeup. Sometimes, invited guests attend this rehearsal to give the actors a feel of performing in front of an actual audience.



Rehearsals

Evaluation:

1. What is casting?
- 2 What is the importance of casting in drama?
- 3 Who is responsible for casting a play?
- 4 What is rehearsal?
- 5 How many types of rehearsals do we have?

6 List and explain the types of rehearsals.

7 Why is it necessary to rehearse a play?

8 Name five personnel involved in casting and rehearsing a play.

Class: Basic Six

Week: ten

Topic: Introduction to staging a play

Behavioural objectives: At the end of the lesson, students should be able to;

1. Explain the Meaning of staging a play
2. List the Personnel involved in staging a play

Instructional material/Reference material: Learn Africa Basic Cultural and Creative Art UBE edition for primary schools pupils 6

Building Background /connection to prior knowledge : Students are familiar with stage play.

Content:

Meaning of play production

Play production is the process of making a play. This involves contributions from the director, the cast and the crew members.

We have already studied in Unit 1 who the personnel involved in play production are, and the role each of them plays. Now, we shall pay more attention to the role of the director. This is because he or she is the key person in the production of any play.

Role of the director in play production

The director is the artistic leader of any play production. He or she decides the interpretation of a script and coordinates (brings together) the efforts of all other

members.

The director performs five major duties. These are as follows:

1 The director analyses and determines the interpretation suitable for any script.

2 He or she works with the playwright, cast and crew members in planning the production of the play.

3 He or she interviews and selects actors/actresses, who he or she knows will be suitable for the play

Evaluation:

1. What is play production?

2. Who is a director in play production?

3. Explain the five major duties of a director.

Class activity:- Teacher should divide the class in two groups. Each group should be guided to produce a simple play, which they will later present to the whole class. Teacher should, throughout the whole process, emphasise cooperation as the key to the successful production of a play.

Class: Basic Six

Week: eleven and twelve

Topic: utilization of natural resources

Behavioural objectives: At the end of the lesson, students should be able to;

1. List the natural resources in Nigeria
2. State the uses of natural resources in Nigeria

Instructional material/Reference material: Learn Africa Basic Cultural and Creative Art UBE edition for primary schools pupils 6

Building Background /connection to prior knowledge : Students are familiar with the natural resources in Nigeria

Content:

Utilization of natural resources

Natural resources are industrial materials and capacities (as mineral deposits and waterpower) supplied by nature.

List of natural resources in Nigeria:-

1. Petroleum
2. Coal
3. Zinc
4. Tin
5. Timber

Uses of Natural resources

- 1. It serve as source of income for the Country**
- 2. It used as foreign exchange**
- 3. Provides materials for exportation**
- 4. Serve as raw material for industries**
- 5. It attract foreign investors for investment.**

Evaluation:

1. List the examples of natural resources in Nigeria
2. What is natural resource?
3. List three uses of natural resources