# EXPRESSIVE ARTS

# FOR STANDARD 7

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FIRST EDITION: 2016

SECOND EDITION: 2018

1. **PERSONAL AND GENERAL SPACE** **(WRITTEN BY ZIKOMO MASESE BANDA)**

Personal space refers to that space within the reach of an individual




General space refers to the environment within which an individual operates

It may be a small room, large field or cafeteria

Failure to understand personal or general space may result in hardships of some kind

For example, limited personal space may lead to failure to perform an activity effectively

Limited general space can lead to participants bumping into one another

**Components of General Space**

There are four components of general space:

1. Levels
2. Extensions
3. Floor pathways
4. Air patterns

- Levels refers to how close to the floor or how far away from the floor one is as he or she moves
- Extensions refers to locomotor actions. It describes the amount of space a movement pattern uses
- Floor pathway refers to how people move on the floor
- Air patterns refers to aerial directions as in netball, volleyball and javelin

**NB,** Personal space is one's area of influence or direct control. It is also called kinesphere

It depends on a number of factors such as size of the person and the type of activity being done

**IMPORTANCE OF GENERAL AND PERSONAL SPACE**

★ activities are done properly
★ there is free body movement
★ accidents that happen during performance of activities are reduced

**FACTORS THAT DETERMINE GENERAL AND PERSONAL SPACE**

- the type of activities to be done
- the size of the area to be used for activities
- the body size of the participants

- the number of participants involved in the activities

**Artistic Activities within Personal and General Space**

1. Dancing
2. Drawing
3. Carving
4. Sculpturing
5. Skiing
6. Jumping
7. Swimming
8. Running
9. Jabbing in boxing

**ACTIVITIES THAT REQUIRE PERSONAL SPACE**

- skipping individually
- head stand
- forward roll
- backward roll
- push ups
- jogging
- sewing

**ACTIVITIES THAT REQUIRE GENERAL SPACE**

- ball games
- field and track events
- nzamanzama
- javelin
- skipping in twos, threes and larger groups

**HOW PERSONAL SPACE CAN BE CREATED**

- stretching out the arms outwards and then turning around on the same spot while swinging the arms
- stretching out arms in different directions without touching anything or anybody

**OCCASIONS WHEN THE SOCIETY DOES NOT FOLLOW RULES OF PERSONAL SPACE**

- ✓ wedding ceremonies
- ✓ funeral ceremonies
- ✓ meetings
- ✓ traditional dances
- ✓ installation of chiefs

The term ‘artistic ‘refers to the creativity, beauty and excellence in doing an activity, be it physical or non-physical.

## 2. BODY MOVEMENTS

Movements occur always in everyday life.

Most of the daily activities that we do require body movements. For example; cooking and sweeping.

Body movements may also occur in response to a stimulus.

### Body Movements in Response to Rhythms

The rhythm is a combination of different lengths of sounds and silences.




**Examples of Rhythmic Activities in Everyday Life**

- Heart beating
- Clock ticking
- Walking
- Talking
- Running
- Drawing
- Singing songs
- Pounding
- Playing instruments
- Carving wood
- Digging

Sounds and silences can be presented by symbols called musical notes.

There are 5 commonly used notes:

a) Whole note
   it is oval in shape and has a white note head
b) Half note
   it is made of a white head and a stem
c) Quarter note
   it has a black head and a stem
d) Eighth note
   it has a black head, a stem and a flag
e) Sixteenth note
   it has a black head, a stem and two flags

Sounds are also known as pitches.

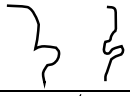
Silences are also known as rest.

Beat is also called pulse.

Musical notes have British and American names.

| Note | Note name | | Value | How it is said/counted |
|---|---|---|---|---|
| | **British** | **American** | | |
|  | Semibreve | Whole note | 4 beats/counts | Taa – aa – aa – aa |
|  | Minim | Half note | 2 beats/counts | Taa – aa |
|  | Crotchet | Quarter note | 1 beat/count | Taa |
|  | Quaver | Eighth note | ½ beat/count | Ta(te) |
|  | Semi quaver | Sixteenth note | ¼ beat/count | Tafatefe(for four notes) |
|  | Demisemiquaver | Thirty secondth note | 1/8 beat/count | |

Rest signs and their names

| Rest | Rest name |
|---|---|
|  | Whole rest |
|  | Half rest |
|  | Quarter rest |
|  | Eighth rest |
|  | Sixteenth rest |
|  | Thirty secondth rest |

**TIME SIGNATURES**

A time signature is a set of two numbers at the beginning of a rhythm.

It is written as a fraction such as $\frac{6}{8}$

The top number shows the number of beats or counts in a bar/measure.

The bottom number shows the name of the musical note that is getting one beat or count.

The most commonly used time signature is $\frac{4}{4}$ because it is easy to understand and learn.

**STAFF NOTATION**

The notation of music consists of staffs, clefs, meter or time signature, key signatures and notes of various times which indicate the relative duration of pitches.

Musical notation, therefore, comprises a set of terms and symbols for musical meanings.

i) The staff/stave
This refers to a set of five lines and four spaces on which musical symbols are written to give a melody or a song.

Sometimes when writing music you may need additional lines below or above the staff.

Such lines are called 'ledger lines'. They indicate pitches above or below a staff.

ii) Letter names
The five lines and four spaces have letter names which do not change.

The letters are A B C D E F G.

iii) G and F clefs
These are symbols allocated at the beginning of the staff, on the left end.
G clef or Treble clef identifies the second line from the bottom as line G.
G or Treble clef staff is used for soprano and alto voices in choral music.

The 'F' clef or 'Bass' clef establishes the location of F in the fourth line of the staff.

F clef staff is used for tenor and bass voices.

iv) Bar lines
These are vertical lines on the staff which divide the staff into parts containing equal number of beats.

v) Bar/measure
This is the space between bar lines and containing specified number of beats.

vi) Octave
This is a distance that covers eight musical notes, with the first note being equal in tone to the eighth note, however, lower in pitch to the eighth.

vii) Sol-fa syllables

These are the pitch names: DO RE MI FA SO LA TI DO

viii) Transpose

It means changing a piece of music from one key to another.
For example, from C to F or G or vice versa.
There are various reasons for transposing a piece of music.

The following are some of the reasons:

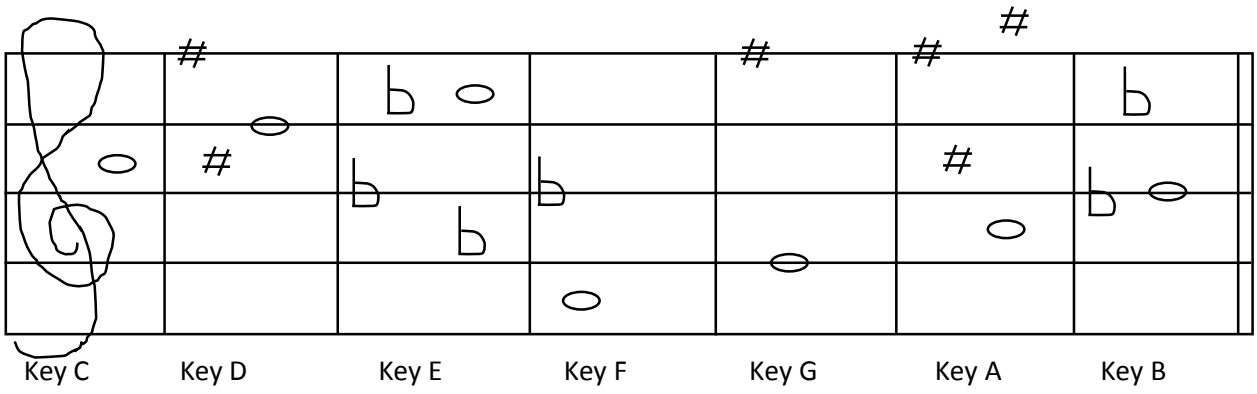
a) when a choir wishes to sing a higher or lower key so as to assist either adolescent boys' or men's voices to sing comfortably.

b) When a singer himself or herself wants to sing a song in a higher or lower key comfortably.

ix) Key signature

This identifies which pitch is **do**
It is shown on the staff with sharps or flats.

Here are some examples of keys




x) Scale

This is the arrangement of notes usually of the same totality, either in ascending or descending order.

Two examples are:-

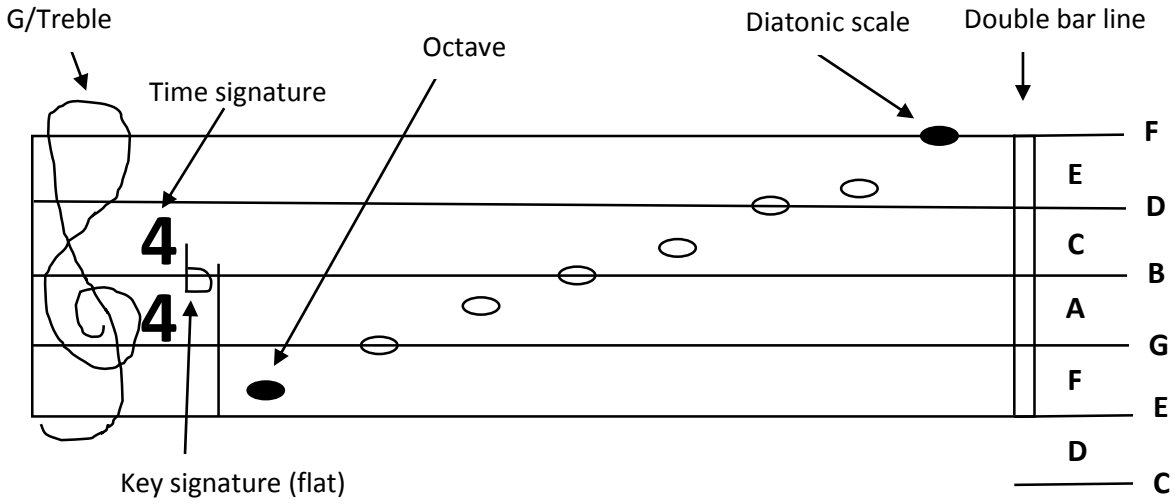
a) Diatonic scale

This includes eight pitches in major or minor scales. For example, do re mi fa so ra ti do

b) Pentatonic scale

This includes only five pitches in major or minor scale (the fourth and seventh pitches are left out).

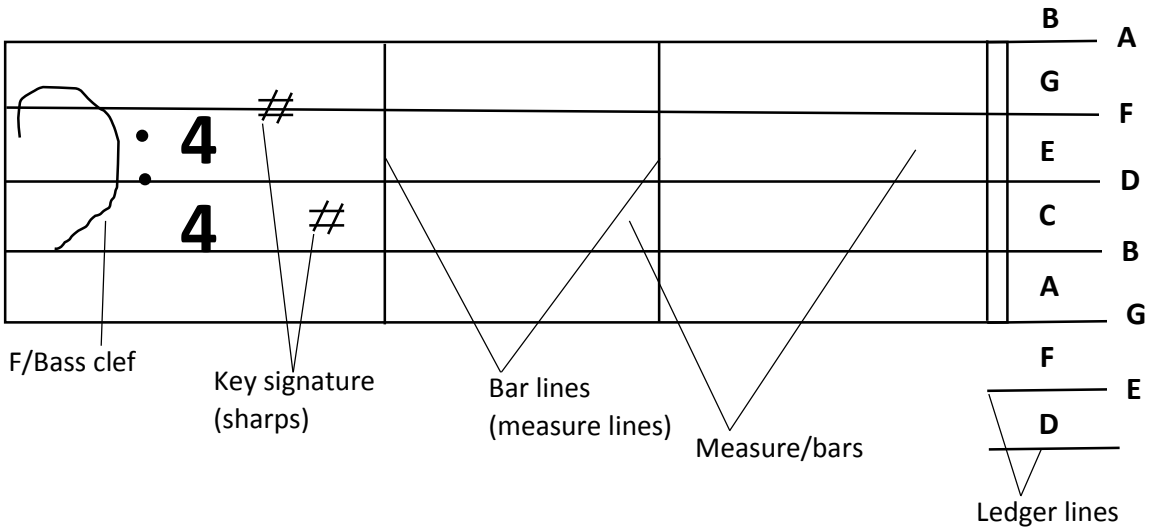
For example; do re mi so la do
The terms and signs are shown in the staffs as below:-




**Key signatures**




**Staffs**




**A DOTTED NOTE**

A dot takes half the value of any note or rest that it is attached to.

If the value of a quarter note is equal to 1 beat, then a dotted note is equal to 1 beat plus half one beat, so the total value is one and a half beats.

Examples

a) 𝅝. = 4 beats + (½ of 4 beats) = 4 + 2 = 6 beats

This is called ‘dotted semibreve’ or ‘dotted whole note’.

b)  = 2 beats + (½ of 2 beats) = 2 + 1 = 3 beats

This is called ‘dotted minim’ or ‘dotted half note’.

c)  = 1 beat + (½ of 1 beat) = 1 + ½ = 1½ beats.

This is called ‘dotted crotchet’ or ‘dotted quarter note’.

d)  = ½ beat + (½ of ½ beat) ½ + ¼ = ¾ beats.

This is called ‘dotted quaver’ or ‘dotted eighth note’.

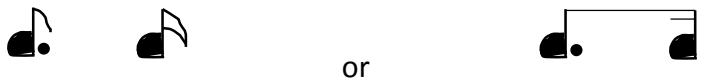
| Dotted note | How it is sung/counted when a crotchet = 1 beat |
|---|---|
|  | taa – aa – aa – aa – aa – aa |
|  | taa – aa – aa |
| *1  | taa – a |
| *2  | Ta |

1 would normally be combined with an eighth note to produce a 2 beat duration. For example;



taa a te

2 would normally be combined with a semiquaver to produce a 1 beat duration. For example;



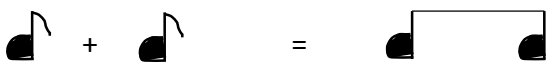
ta fe or ta fe

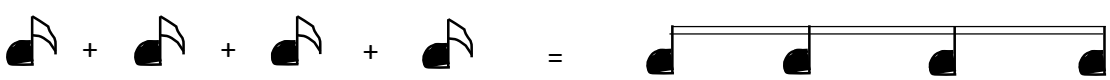
**BEAMING NOTES**

A beaming note is a line which is used to join two or more notes together.

The number of beams or lines one uses to join the notes will tell the number of flags each one of the joined note has.

For example:-

a. 

b. 

Rhythm patterns can be performed by:-

- Clapping hands
- Tapping on the table
- Playing percussion instruments
- Walking according to rhythm patterns

**MUSICAL TERMS**

i. Beat = equal division of sound or time
ii. Rhythm = unequal division of sound or time
iii. Tempo = speed of a song
iv. Dynamics = loudness or softness of a song
v. Unison = to sing in one voice
vi. Attack = to start singing together
vii. A staff (stave) = a set of five parallel lines with four spaces on which music notes are written
viii. Measure/bar = a space between two bar lines
ix. Bar = any of the sections of equal value in time into which a piece of music is divided and the notes in it
x. Bar lines = lines written on the staff before and after a measure
xi. Double bar lines = it is a full stop in music
xii. Ledger lines = these are extended (extra) lines on a staff
xiii. Treble (G) clef = it is a symbol written at the beginning of a staff
xiv. Key signature = it is a starting pitch of a song
xv. Music = the arrangement of sounds in pleasing sequence or combination to be sung or played on instruments
xvi. Time signature = it is a symbol which looks like a fraction. The top number represents the number of beats in a measure. The bottom number indicates the type of a note which gets a beat. For example

$$\frac{2}{4}\ \frac{3}{4}\ \frac{4}{4}\ \frac{2}{2}\ \frac{3}{8}\ \frac{6}{8}\ \frac{3}{16}$$

xvii. Clef = a symbol at the beginning of a line of printed music (or stave) showing the pitch of the notes on it
xviii. Pitch = the quality of a musical note, a voice, et cetera, especially how high or low it is
xix. Tone = any one of the five larger intervals between one note and the next which, together with two semitones, form an octave
xx. Semitone (half tone) = half of a tone on a musical scale, for example the distance between C an C# or between E and F
xxi. Octave = the difference or space between the first and the last in a series of eight notes on a musical scale
xxii. Note = a single sound of a certain pitch and length, made by the voice or a musical instrument
xxiii. Note = a sign used to represent such a sound in written or printed music
xxiv. Note = any one of the keys of a piano, et cetera
xxv. Tune = a series of musical notes that give a piece of music its main character, making it pleasing, easy to remember

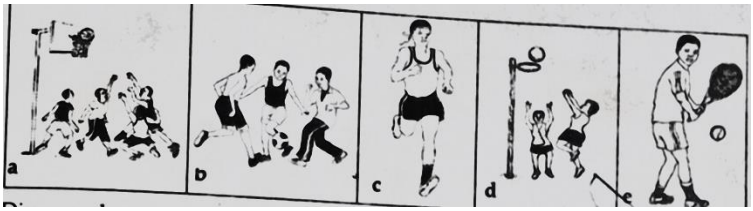
xxvi. Slur = the mark ⁀ or ⁀ used to show that two or more notes are to be played or sung smoothly and without a break

xxvii. Slur = to play or sing musical notes so that each one runs smoothly to the next
xxviii. Semibreve (whole note) = the longest written musical note in common use equal to two minims in length
xxix. Minim = a note that last half as long as semibreve
xxx. Crotchet = a note equal to half a minim
xxxi. Quaver = a note in music that last half as long as a crotchet
xxxii. Tie (in written music) = a curved line over two notes of the same pitch that are to be played or sung as one
xxxiii. Percussion = musical instruments that are played by striking, beating or tapping with a stick, et cetera, for example, drums
xxxiv. Melody = a piece of music or a song with a clear or a single tune
xxxv. Melody = the arrangement of musical notes in a pleasant or ordered way
xxxvi. Sharp (n) = a note raised by one semitone or the symbol used
xxxvii. Natural (adj) = neither sharp nor flat e.g. B natural
xxxviii. Sharp (adj) = above normal or correct pitch
xxxix. Flat (adj) = (used following the name of a note) half a note lower than the specified note. B flat is a semitone below B

**MIRRORING**

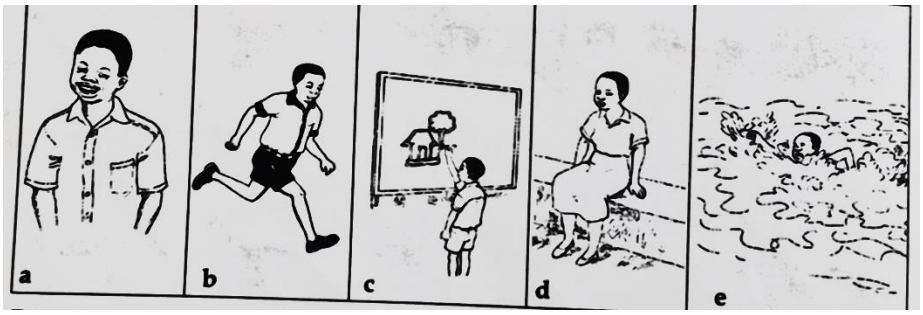
Mirroring is the act of copying actions, words, or expressions of another person

It is a commonly used technique in physical activities intended to demonstrate a physical movement: a new dance step, a lay-up in basketball, a tennis serve, including running activities.




**SOME MIRRORING GAMES**

- Netball
- Football
- Handball
- Table tennis
- Basket
- Lawn tennis
- Baseball
- Squash
- Chipako
- Mbalame zoyera




**MIRRORING AEROBICS**

Aerobics are physical exercises done following music

Aerobics is a great medium to develop fitness

**Types of Aerobics**

i) High impact aerobics
This involves a lot of jumping

ii) Low impact aerobics
This does not involve jumping, but always, one foot has contact with the floor

iii) Step aerobics
This uses stepping up and down from the platform

iv) Tai bo
This uses kicks and punches



Aerobics is different from dance, because the aim of aerobics is to improve fitness while the aim of dance is to develop creativity.

NB. Aerobics is vigorous physical exercises done in order to increase the amount of oxygen taken into the body.

3. **CONVEYING CULTURAL MESSAGES**

**Garments Conveying Cultural Messages**

The different attire that people wear may have a meaning for the specific occasion or function.

For example, in Malawi, the Ngoni are fond of wearing their traditional attire of animal skins and shields to symbolise that they are warriors.

During most weddings, the bride wears white attire to symbolise purity.

During funerals, widows usually wear black attire during the entire mourning period to symbolise sorrow.

During the biblical times, the kings and officials wore sackcloth when something went wrong or when calamity fell on the land.

**Sounds Used to Convey Messages**

Some sounds have cultural meanings.

These sounds can be those produced during certain functions and occasions which are understood by the people who share the same culture.

For example:-
- Whistle blowing
- Drum beating
- Mouth whistling
- Bell ringing
- Singing

**Posture and Body Movements**

Cultural values can be manifested in many different ways besides attire and dances.

There are certain postures and movements which portray cultural meanings.

For example, when crossing with elders, most cultures recommend the younger one takes off the hat temporarily as a sign of respect.

There are also times when some people clap hands gently and softly when crossing with an elderly person.

Some postures and body movements are squatting or kneeling when receiving or giving items to the elders.

**Cultural Dances**

Malawi has many cultural dances that have cultural importance for every cultural setting.

Among the well-known dances are Gulewamkulu among the Chewa, Chioda among the Nkhonde, Vimbuza among the Tumbuka, Likwata among the Sena and Jiri among the Lomwe.

**IMPORTANCE OF TRADITIONAL DANCES AND SONGS**

- They provide enjoyment to both spectators and performers

- They help to preserve culture
- They promote creative thinking and imagination
- They act as a source of income
- They communicate messages to people
- They depict one's culture in society.

**SOME TRADITIONAL DANCES PERFORMED IN THE REGIONS OF MALAWI**

| **northern region** | **central region** | **southern region** |
|---|---|---|
| malipenga | chimtali | beni |
| ingoma | malipenga | masewe |
| mbotosya | gulewamkulu | tchopa |
| indingala | njedza | likhuba |
| mwinoghe | chisamba | likwata |
| vimbuza | chiterera | mbwidza |
| chilimika | mganda | manganje |
| | ngoma | utse |
| | msindo | mchomanga |
| | ligubo | jiri |
| | gwanyasa | |

## 4. MULTI-CULTURAL PERFORMANCE

**Artistic Activities from Various Cultures in Malawi**

Multi-cultural performances are performances from different cultures.

Malawi has different ethnic groups like the Chewa, Ngoni, Tumbuka, Lomwe and Sena.

Each of these ethnic groups has its own cultural performances.

These cultural performances have any aspects that are similar and different.

These aspects include the attire, instruments used in performances, organisation of cultural performances and the type of performances.

The cultural practices (performances) serve as an identity for a particular tribe or ethnic group.

Malawi has different cultural practices.

These include folk dances and songs.

A folk dance is a recreational or ceremonial dance that is usually performed by members of the community.

For some tribe, a dance could be a form of a ritual.

They believe that a certain dance can make the rain fall, improve harvest and/or awaken the spirits of the dead.

**Attire for Artistic performance**

In different performances such as in drama, dance or choir, performers wear appropriate attire to suit the performance.

Attire makes the performers look smart and coordinated.

## 5. DESIGNING AND CONSTRUCTION

**Musical Instruments Based on Foreign Models**

**Materials for making musical instruments:-**

- pieces of string
- pieces of wire
- nails
- tins
- hammers
- knives
- metal sheets
- adzes
- hides
- wood
- plastic pipes
- plastic papers

**Examples of Foreign Musical Instruments**

- guitars
- banjos
- drums
- flutes

**PROCEDURE FOR MAKING A BANJO**

The following is the procedure for making a banjo:

1. cut a piece of wood about 0.5m long
2. carve the wood into the shape as shown below



3. make four holes on the flat end of the wood using a piece of a hot metal as shown below



4. carve four pieces of wood, flat on one end and round on the other end to be used as tuning knobs
5. cut a slit on the round end of the tuning knobs for tying the length of string



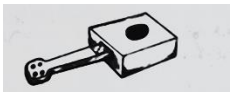
6. cut a small piece of wood with four grooves to act as a bridge



7. cut two holes on a tin: one for the wood and the other for sound to enter



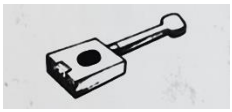
8. insert into the tin the wooden handle



9. cut a metal sheet from a tin and bore four holes for the lengths of string and two holes for nailing



10. nail the metal sheet to the back of the tin together with the end of the wooden handle as shown below



11. tie four lengths of string to the metal sheet then tie the other end of the lengths of string to the tuning knobs fixed at the head of the wooden handle
12. put a bridge between the hole on the tin and the metal sheet



13. tune the knobs to tighten the string to the required pitch
14. test the instrument by plucking the length of the string
15. decorate the banjo as required

**Garments and Artistic Items Based on Modern Styles**

The art of constructing garments is useful because one can make one's own clothes and those of others.

Garments are different types of clothing.

These garments include:

- Pairs of trousers
- Pairs of shorts
- Skirts
- Blouses
- Petticoats
- Pairs of socks
- Dresses

**IMPORTANCE OF MAKING YOUR OWN GARMENTS**

- it is cheaper to make your own garments than buying them
- it can be a source of income when the garments made are sold
- it improves the skills of making different designs of garments
- the one with skills in making garments can help other members of the community learn the skills of making garment free or at a nominal fee

**Factors to Consider in Garment Construction**

- knowing what is to be made
- size of the wearer
- the amount of fabric to be used
- the designs that are in fashion

**Advantages of Taking Body Measurements**

- it helps one to come up with the required size of the garment which fits well
- it also minimises wastage of material

**PAPER PATTERNS**

Paper patterns are pieces of paper cut out to the shape of parts of a garment to be made.

They can be altered to suit body size.

**Pattern Markings**

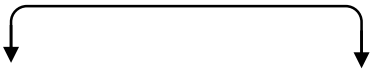
These are markings with particular information and instructions on:-

* the number of pieces to be cut
* the pieces to be joined together
* how to place pattern pieces on the fabric
* where to stitch

**Pattern Markings and Their Meanings**



Place on the straight grains fabric



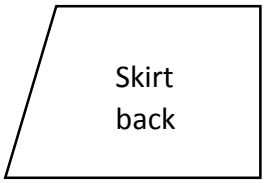
Place on fold of fabric



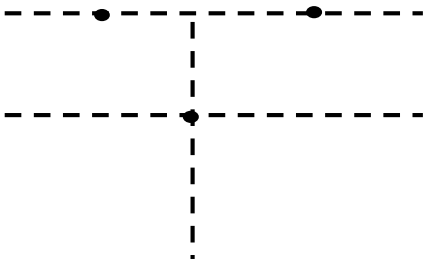
Notches, indicating where two pieces will join together



Stitching line




Cutting line



Dots indicating important positions

**Materials Required for Making Garments**

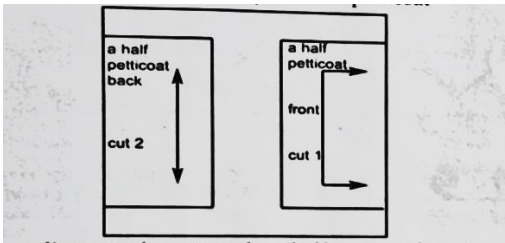
- pieces of fabric
- paper patterns
- pair of scissors
- tape measures
- pressing irons
- a clean table or mat
- pins
- sewing needle
- thread
- pieces of paper
- elastic

**LAYING PATTERN PIECES ON THE FABRIC AND PINNING**

- always have your pattern and fabric smoothed flat with a pressing iron to remove creases
- press with iron if they are not smooth

- fold the fabric according to the pattern layout before laying pattern pieces
- lay larger pieces first, then place smaller ones last
- keep the fabric flat on the table while pinning so that the pattern does not slip out of position
- pin at intervals along all straight and diagonal edges into each corner

The following diagram shows a pattern layout for a petticoat

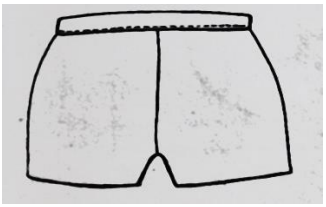


a diagram of a pattern for a half petticoat layout

**CUTTING OUT**

- make sure that all pattern pieces are laid out and pinned on the fabric
- cut out all pieces using a sharp pair of scissors along the edge of the pattern
- cut using long, even strokes in order to produce smooth edges. Do not lift the fabric when cutting
- always cut away from yourself and never towards yourself with one hand supporting the fabric
- after cutting out each section fold it and put it aside neatly

**MAKING A SPORTS SHORTS**

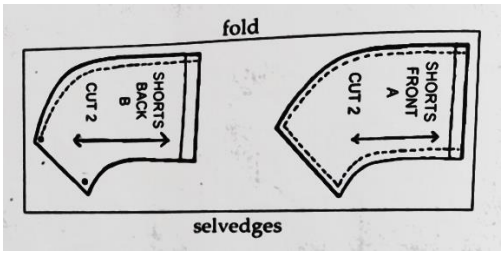


**Cutting out**

**Requirements**

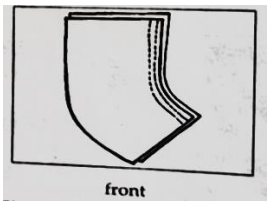
- 1 metre cotton fabric
- pins
- paper patterns
- a pair of scissors

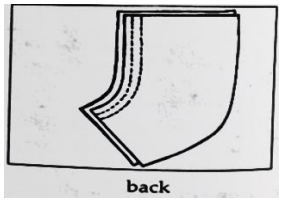
**Layout**



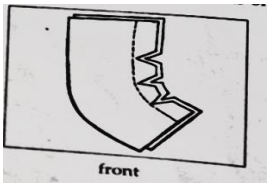
**Assembling the shorts**

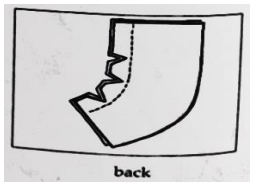
1. using the open seam, join the two front and the two back pieces together



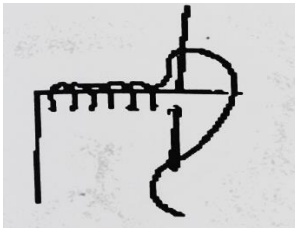



2. clip the front and back seams on curved edge

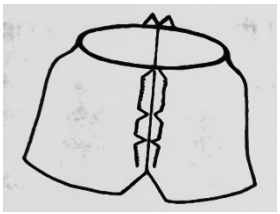




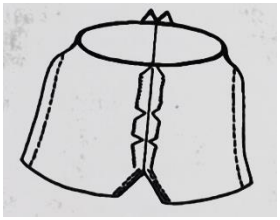

3. neaten the seams using loop stitch




4. join the back and front of the shorts with the French seam at the side



5. cut crossway strips from left over fabric. Join strips and attach at lower edges an sides of both legs



6. join the crotch seam and neaten with running stitches
7. fold over a 5cm hem on the waistline of shorts, tack and back stitch. Work running stitches on the upper edge of the waistline hem



8. make an opening the wrong side for inserting elastic/chord. Neaten the sides of the opening using loop stitches



9. press and display the finished product

**Macramé**

Macramé is the art of knotting (tying strings or fibres) to produce decorative and functional articles.

**Two Basic Knots in Macramé**

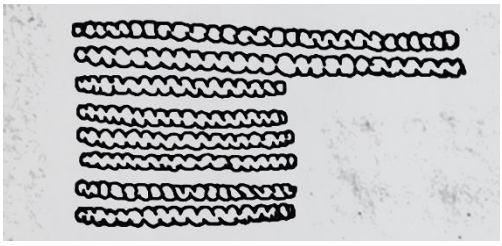
A) half knot (or half hitch)
B) flat knot (the reef hitch or weaver's knot)

**Produce from Macramé**

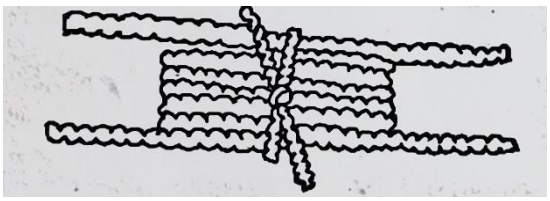
- belts
- book bags
- flower vase holders
- flower pot holders
- wall hangings

**How to make a macramé pot holder**

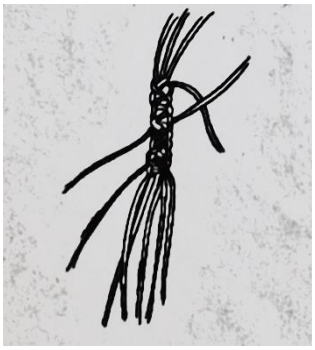
1. prepare enough string from sisal fibre
2. cut two long lengths of string and six short ones, half the length of the long ones as shown below



3. find the mid points of the eight length of string
4. put the midpoint together and tie the lengths of string at the common mid-point



5. using the two long lengths of string on either side of the mid-point, make flat knots with the short lengths of string as shown below



6. make the flat knots 15cm on either side of the mid-point
7. remove the string marking the mid-point
8. divide the lengths of string into four parts with four of them on each part
9. using the four lengths of string on each part, make flat knots for a lengths of about 10cm long as shown below



10. place the four branches of the knotted length of string around the mouth of the pot. Make flat knots to tighten the branches around the mouth of the pot, letting the loose length run down the sides of the pot
11. make flat knots using four lengths of string alternately as you work down the sides of the pot
12. continue with this process to the bottom of the pot
13. tie the lengths of string at the bottom of the pot
14. trim the lengths of string to equal size

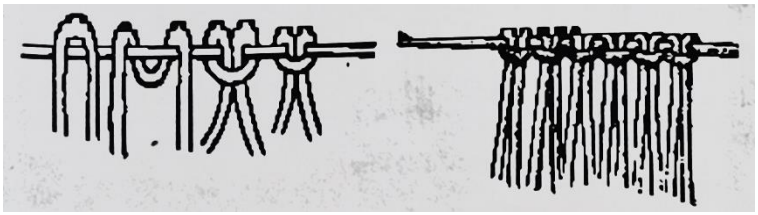
A macramé potholder



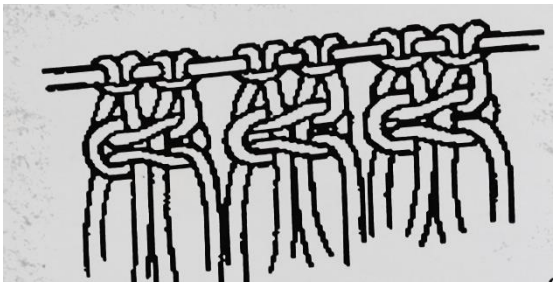
**How to make a simple macramé wall hanging**

***Preparation***

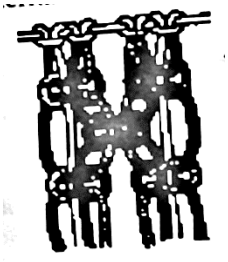
1. cut between cords or string into suitable lengths, e.g. 30cm
2. then cut between 20 and 30 pieces of string of 1m long each



3. make flat knots, three lines; alternate flat knot, six lines; make a half hitch, another six lines and continue with flat knots
4. make half any number of lines for the required lengths



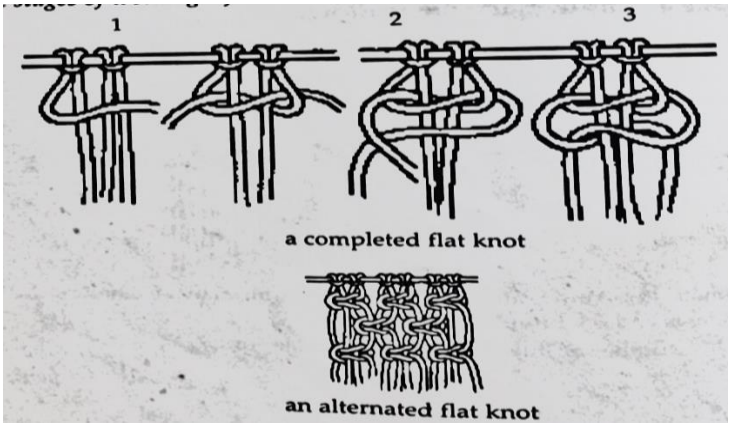
5. close by making flat knots and leave the pieces of string hanging. Make sure you cut to the required length
6. the flat knot can be alternated to appear differently





a simple macramé wall hanger

**Three stages of working a flat knot**



**Materials for Making Macramé Items**

- knives
- hoes
- sisal fibre
- tree bark fibre
- banana sheath
- mlulu
- chilambe
- namgoneka

**Marketing/Advertising the Artworks**

- word of mouth
- newspapers
- radio
- television
- internet
- posters

**Ways of Storing Artwork**

- keep the artwork away from heat sources such as fireplaces and heaters
- cover the artwork with a clean piece of cloth
- place the artwork on acid free boards
- keep artwork away from direct sunlight
- avoid storing artwork on concrete floors or walls
- avoid storing artwork in attics and basements

**Drama Based on Foreign Plays**

Drama is acting out situations in order to inform, entertain and educate the audience.

**Types of Plays**

I) tragedy
II) comedy

- Tragedy is a play with a sad ending.
- Comedy is a play with a happy ending.

When dramatising such plays, the actors and actresses should appear real.

Firstly, this can be achieved through the use of visual aspects such as:-

- scenery
- costume
- props
- lighting
- make up

Secondly, this can be achieved through sound effects such as:-
- physical (vocal, feet, hands, coughs, sneezes)
- percussions (drums, chimes, xylophones)

The purpose of this is to make the audience see and hear the play.

## 6. PERFORMING DANCES

### MUSICAL INSTRUMENTS

Most Malawian societies use musical instruments.

### NAMING MUSICAL INSTRUMENTS

Some of the musical instruments are:

- Drums
- Horn
- Xylophones
- Flute
- Guitar
- banjo
- rattles

### IMPORTANCE OF MUSICAL INSTRUMENTS

- they complement human voice
- they add harmony in music
- they reflect the cultural history of an ethnic group
- they attract attentiveness and concentration of the musical players and listeners
- they foster self expression
- they add beauty in music
- they promote discipline
- they promote social skills
- they boost listening skills
- they relieve stress
- they accompany songs and dances
- they are used to convey different messages
- they indicate the speed at which one can dance and when to change step

### MAJOR DIFFERENCES BETWEEN TRADITIONAL AND MODERN MUSICAL INSTRUMENTS

- traditional musical instruments do not use electricity to play while most modern musical instruments use electricity to play
- traditional musical instruments are made locally while most modern musical instruments are imported from other countries
- traditional musical instruments are cheap while modern musical instruments are expensive to buy

**FACTORS TO CONSIDER WHEN COSTING MUSICAL INSTRUMENTS**

- amount of materials used
- time spent in making the musical instruments
- attractiveness of the finished musical instruments
- age group meant for the musical instruments
- availability of the musical instruments
- availability of the musical instruments
- quality of the musical instruments
- cost of materials, if the materials for making the musical instruments were bought
- demand for the musical instruments

**TYPES OF MUSICAL INSTRUMENTS**

There are two main types of musical instruments

These are:

i. tuned musical instruments
ii. untuned musical instruments

Tuned musical instruments such as the banjo produce different pitches

More examples of tuned instruments:

- ✓ guitar
- ✓ piano
- ✓ accordion
- ✓ flute

Untuned musical instruments such as chisekese produce a fixed pitch.

More examples of untuned musical instruments:

- woodblocks
- rasp (nkhwende)
- maracas (maseche)
- badza
- drum
- rattles
- mangolongondo (xylophones)
- horn (chitoliro)/bat
- panpipe
- kalimba
- mkangala
- bangwe/mbila

Musical instruments can be sold and generate income.

However, the making of musical instruments can have a negative impact on the environment.

The excessive use of trees without replacing them can lead to deforestation, siltation in rivers and degradation of the land (land degradation).

Therefore there is need to replace the natural resources like trees to ensure sustainability of the resources.

**How Musical Instruments are Played**

Musical instruments can be played by:
- plucking
- beating
- blowing
- stroking
- pressing
- shaking



The other group of musical instruments is called body percussion.

Body percussion is the use of the body in various ways

The body can produce sound by:
- clapping hands
- snapping fingers
- slapping body parts such as thighs, chest and cheeks
- tapping feet on the floor
- whistling
- ululating
- Clicking the tongue against the roof of the mouth

The Malawian society performs a lot of cultural dances.

**Occasions When Dances Are Performed**
* Festivals
* Funeral ceremonies
* Weddings
* Installation of chiefs
* Initiation ceremonies

**Significance of the Dances**

* they promote identity of an ethnic group
* they help in disseminating important messages
* they promote one's culture
* they promote oneness
* they promote obedience
* they promote respect
* certain dances are believed to make rain fall, improve the harvest or awaken the spirits of the dead

**LOCAL DANCES**

Local dances are traditional dances that are performed in the communities.

**Cultural values depicted in traditional dances**

- Respect
- Obedience
- Tolerance
- Modesty
- Patriotism
- Love
- Reliability
- Honour
- Oneness
- Trust

**LOCAL DANCES IN MALAWI**

★ **CHILIMIKA**

Chilimika means year

This dance is performed mostly by young Tonga women of Nkhatabay District.

At each New Year's Day, young men and women congregate at the village arena to entertain the village with Chilimika.

This dance is an imitation of Malipenga which is mostly performed by men.

★ **GULE WAMKULU**

Gule wamkulu is also known as "the Great Dance".

Gule wamkulu is performed at the request of the village headman on the occasion of funerals of village members, puberty initiations and the installation of chiefs.

It is performed by Chewa men.

★ **LIKHUBA**

Likhuba is a dance performed to cure psychological illness by women.

It is largely an acrobatic demonstration of male prowess by the Sena of Lower Shire.

These days the dance is performed for entertainment.

★ **TCHOPA/SOOPA**

Tchopa or Soopa was originally performed by the Lomwe during tribal wars as well as sacrificial ceremonies when a calamity had struck.

Tchopa is popular in Thyolo, Mulanje and Chiradzulu Districts.

It is mostly performed for entertainment.

★ **UYENI**

Uyeni is a Ngoni dance usually for girls who dance bare foot with their breasts exposed.

It is mostly performed during the installation of chiefs.

★ **MWINOGHE**

In the Chisukwa dialect, the word mwinoghe literally means "let us enjoy ourselves thoroughly". Mwinoghe is an instrumental dance that is popular among people especially school children in Chitipa District of the Northern Region of Malawi.

It has been derived from a ceremonial dance of Karonga District called Indingala which was originally performed by men brandishing fly-whisks during either the enthrallment of a chief or feast over a dead marauding lion.

The main percussion instruments used in the dance are one big drum called Ing'ina and two small ones called Twana, but sometimes a whistle is used.

The dancers line up in two straight lines, boys on one side and an equal number of girls on the other, facing one another. While the girls continue dancing in a standing position with their hands raised up, the boys squat down wriggling and twisting their bodies, all to the rhythm of the instruments.

Mwinoghe is therefore a cerebration dance

★ **MANGANJE**

Manganje is an initiation dance performed by the Yao of Machinga, Mangochi, Zomba and Blantyre Districts.

It is performed at the initiation of boys.

Today Manganje is also performed for entertainment.

★ **MALIPENGA**

Malipenga is a modern dance for men.

Malipenga started in Nkhatabay District and spread all over the Northern Region of Malawi.

In the central region, Mganda, which is a variant of Malipenga is performed in Kasungu, Nkhotakota, Salima, Ntchisi, Dowa and Lilongwe Districts.

**Occasions When Local Dances are Performed**

- Festivals
- Funeral ceremonies
- Weddings
- Installation of chiefs
- Initiation ceremonies



**CONTEMPORARY DANCING STYLES**

Most of the Malawian traditional dances have cultural values and a history.

However, most of Malawians, particularly the youth, do not participate in these cultural dances.

**DANCES DEPICTING CULTURAL VALUES**




Some dances that depict cultural values are as follows:

- Gulewamkulu
- Beni
- Tchopa
- Chinamwali
- Chiterera
- Chisamba

**Reasons for Youth Not to Participate in Traditional Dances**

i. They look at them as outdated
ii. They look at them as boring
iii. They look at them as out of fashion

Malawi is also flooded with a lot of contemporary dances.

However, traditional dancing styles can be combined with contemporary dancing styles to improve the performance.

The disadvantages of mixing traditional dancing styles with contemporary dancing styles are that:

- Local dances can lose their cultural significance
- Cultural values can be diluted
- The youth can shun local dances altogether
- Local dances can lose their identity

**Some Contemporary Dances**

- Reggae
- Kwasakwasa
- Ndombolo
- Kwaito
- Digong

**Contemporary Dancing Styles**

- Kwasakwasa involves a lot of waist wriggling
- Kwaito has flexible and quick foot movements.



These foreign dancing styles have influenced the way people perform the local dances.

The people combine the foreign dancing styles with the original styles with the original styles to improve their performance.

## 7. SELF EXPRESSION THROUGH POSTERS, DANCES, SONGS AND PLAYS

**Posters on Various Themes**

Posters are useful in the dissemination of information on a cross-cutting issues

**Qualities of Good Posters**

* Should look attractive
* Should be coloured
* Words should be bold
* Information should be brief
* Information should be clear

**Importance of Posters**

* They can be used for advertising the businesses
* Self-made posters can be sold to generate income
* They are cheap to produce locally

**Materials for Making Posters**

* Chart paper
* Lead pencils
* Coloured pencils
* Crayons
* Marker pens
* Paint brushes
* Rubbers
* Local paints
* Old cement bags

**CROSS-CUTTING ISSUES**

Cross-cutting issues are challenges that affect many people and cause great concerns

**Examples of Cross-Cutting Issues**

* HIV and AIDS
* Environmental degradation
* Pollution
* Corruption
* Violation of human rights
* Democracy



**Dances on Cross–Cutting Issues**





The school can perform dances where songs contain messages on issues concerned.

The dances and songs are a form of entertainment to draw people's attention as they listen to messages.

**Songs on Cross-Cutting Issues**

Songs, like dances, play an important role in conveying messages on cross- cutting issues

Singing and dancing together offer entertainment to motivate the target audience while receiving messages by passed on

**Plays on Cross-Cutting Issues**

The messages on cross-cutting issues are easily passed on to an audience through plays.

A play is a form entertainment intended to attract the attention of the audience while the messages are passed on.




**THEMES ON VARIOUS CROSS-CUTTING ISSUES**

Some of the themes can be on:

- Child marriages

- Child abuse
- Wife buttering
- Prevention of HIV and AIDS
- Wanton cutting down of trees
- Use of dangerous chemicals

## 8. ARTISTIC SKILLS AND MOVEMENTS

Most of the activities that we do require movements

These movements require skills

A skill is a talent that an individual shows when doing something.

Most of the skills that individuals have are either learned or inborn.

There are various artistic activities that are popular these days

These are known as contemporary artistic activities

The common examples of artistic activities are songs and dances.

Various materials found in the local environment can be used for artistic activities

**Items for Artistic Activities**

Every individual has skills that are either acquired or inborn.

Possessing these skills is very important because individuals that possess them often become successful in whatever they do.

The production of posters, carvings, models, woven items and knitted items require these skills.

**Making Posters**

**Posters on Various Themes**

Posters are useful in the dissemination of information on a cross-cutting issues

**Qualities/characteristics of Good Posters**

* Should look attractive
* Should be coloured
* Words should be bold
* Information should be brief
* Information should be clear

**Importance of Posters**

* Can be used for advertising your business
* Self-made posters can be sold to generate income
* It is cheap to produce locally

**Materials for Making Posters**

* Chart paper
* Lead pencils
* Coloured pencils
* Crayons
* Marker pens
* Paint brushes
* Rubbers
* Local paints
* Old cement bags

**PROCEDURE FOR MAKING A POSTER**

- Have a plain sheet of paper or cement bag or white polythene sack
- Draw a margin throughout along the length and breadth of the paper
- Make a sketch of what you want to draw using pencil
- Use different colours to mark the outline
- Write the heading of the poster inside the margin

**Carving Artistic Items**

- Wooden spoon
- Wooden cooking stick
- Axe handle
- Hoe handle
- Statue

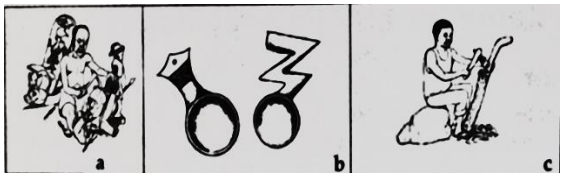
**Materials for Carving**

- Wood
- Soapstone
- Glue
- Glass paper
- Water paper
- Axes
- Panga knives
- Machete
- Saws
- Gouges
- Chisels

- Rasps
- Mallets
- Scrapers
- Adzes
- Stones
- Hammers

**Forms of Carvings**

i. Abstract carvings
ii. Stylish carvings
iii. Naturalistic carvings




**Characteristics of each type of carvings**

A. Abstract carvings
Abstract carving does not have a definite form
It can be interpreted differently by different people

B. Stylish carvings
Stylish carving has a definite form
However, some parts are exaggerated deliberately
For example, a carving of a person with a protruding chin

C. Naturalistic carvings
Naturalistic carving has a form which looks definite or real

**Modelling**



**Materials for Modelling Various Items**

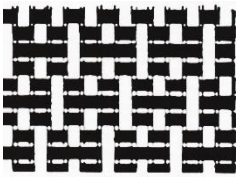
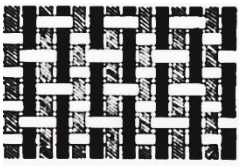
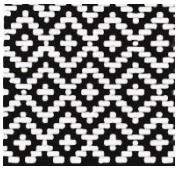
* Glass
* Pieces of wire
* Cartons
* Sisal
* clay soil
* grass
* papers

**Items that can be Modelled**

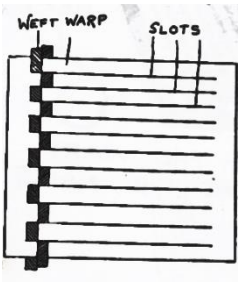
* aeroplanes
* cars
* animals
* people
* train
* surrounding
* house

**Weaving**

Weaving is the interlocking of warps and wefts.

The warp is the set of strands which are laid across the loom at the beginning of weaving.




The weft is the pattern of strands woven in and out of the warp.

**Types of weave**

1. check weave
2. twill weave

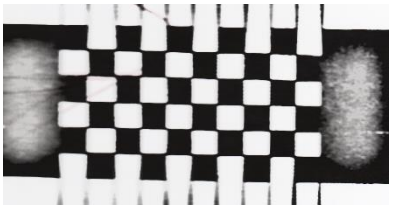
**Check weave**

This interlocking follows a given pattern of:

Row 1: Over 1 under 1 over 1 under 1 – continue

Row 2: Under 1 over 1 under 1 over 1 – continue

After line B repeat from line A to form a check weave.



**Twill weave**

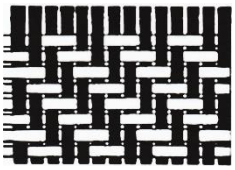
Row 1: under 1 over 2 under 2 over 2 under 2

Row 2: over 2 under 2 over 2 under 2 over 2

Row 3: over 1 under 2 over 2 under 2 under 2

Row 4: under 2 over 2 under 2 over 2 under 2

After row 4, continue by repeating row 1. This produces a twilled or diagonal weave.

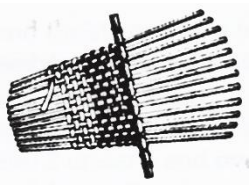


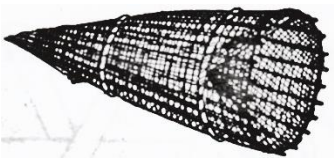
**Materials for Weaving Various Artistic Items**

* palm leaves
* bamboo leaves
* pieces of reed
* sisal
* grass
* creeping stems
* knives
* razor blades
* needles

**Produce from weaving**

* mats
* baskets
* chairs
* brooms
* shopping bags
* school bags






**Knitting**



**Materials for Knitting Various Artistic Items**

- sisal
- yarn/thread
- cloth
- needles
- bamboo sticks
- bicycle spokes

**Basic knitting stitches**

There are two basic knitting stitches:

a. knit stitch
b. purl stitch

All patterns are formed based on variations of these two stitches

**Patterns of Stitches**

i. garter stitch
This stitch can be used in making knitted belt, scarfs or baby blankets

ii. stocking stitch
This stitch is often used to knit stockings and pencil bags

iii. moss stitch
This stitch is a combination of knit and purl stitches done in the same row

iv. rib stitch
This stitch forms the border of many knitted garments' edges such as the sleeves, necklines and the edges

**Knitting Abbreviations**

| | | |
|---|---|---|
| K | = | knit |
| P | = | purl |
| Rep | = | repeat |
| Sts | = | stitches |
| Wfd | = | wool forward |
| St | = | stocking stitch |
| Alt | = | alternate/alternative |
| Psso | = | pass slip stitch over |

**Products Made from Knitting**

- belts
- scarfs
- baby blankets
- stockings
- pencil bags
- cardigans

**CHALLENGES THAT ARTISTS FACE**

- ❖ inadequate resources
- ❖ lack of exposure
- ❖ inability to market products
- ❖ jealousy

**SOLUTIONS TO THE CHALLENGES THAT ARTISTS FACE**

- ❖ using renewable resources
- ❖ buying resources
- ❖ replacing used resources
- ❖ inviting people through advertising
- ❖ improving quality of products
- ❖ consulting and talking to interested persons

**CONTEMPORARY ARTISTIC ACTIVITIES**

Contemporary means something which is modern, current or in fashion.

Music and dance are some of the activities that have examples of contemporary experiences.

There are dancing styles which are popular in both religious and ordinary circles.

Some of the contemporary African music and dance styles include kwasakwasa, ndombolo, digong and kwaito.

Contemporary music and dancing styles that originated from outside Africa, but are performed in Malawi include hip hop, R and B and reggae. These are gradually becoming part of our culture because many of young people like them.

In the past, popular dancing styles included simanjemanje, sinjonjo and tsabatsaba from within Africa while break dance, twist and scanky were styles from the West. Some of these dancing styles are still popular such as break dance.

**THE BENEFITS OF PERFORMING ARTISTIC ACTIVITIES**

- Development of skills in self expression
- Promoting social interaction and cooperation

- They allow for deep self expression
- Development of self-reliance and collaboration
- Development of reasoning and creative thinking
- Development of motivation, concentration and teamwork
- Promoting interpersonal skills
- Being awarded with some prizes after performing

**ARTISTIC ACTIVITIES THAT CAN BE PERFORMED FOR COMPETITION**

- Drama
- Dancing
- Sports
- Singing
- Poetry
- Comedies
- Plays

9. **SELF EXPRESSION**

There are many ways in which individuals express feelings through music.

One most common feeling expressed through music is an expression of joy or happiness.

It is possible for the composer to create a mood of the song – to make it sound jovial or sad.

There are symbols that one may use when composing song.

These are called music notations

Good and quality musical sound is a result of good voice production.

Good voice production comes through practice of a number of musical related exercise.

There are many activities we can do continuously to develop good voice production

Some of the exercises that one can do are as follows:

A. Open the mouth wide enough to insert two fingers side by side in the mouth
   - This involves control of jaws rather than the lips alone.

B. Take a deep breath and say or sing oooooo, uuuuuuuu and aaaaaaa – repeat this several times.

Diction is the articulation of words clearly

When singing one conveys a message. Therefore, there is need to say the words clearly so that the message is clear.

**RECORDING SONGS**

Recording a song can be done at:

i. The musical studio
ii. In the homes

Recording a song should be done in an appropriate place or room that is free from noise and wind

Record the song several times to get the right quality that is required

**The procedure for composing songs**

Step 1 Think about the message you want to convey in the songs

Step 2 Identify the target audience

Step 3 What mood of the song do you want to convey your message through?

Step 4 Identify a tune for your song

Step 5 Find words to the tune of your song (consider things such a rhymes in your words of the time, just like in poetry)

**Composing Instrumental Music**

Composing instrumental music involves musical instrument without words.

This can be done by playing one instrument or many instruments combined.

The most important factor to consider for instrumental music is to create room for each instrument to be heard clearly.

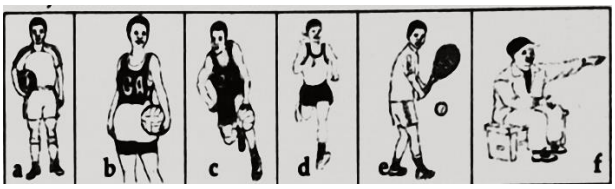
There has to be times where one instrument is played louder than the rest.

One can also use handclapping, tongue, clicking, finger snapping as musical instruments besides the drums and other musical instruments.

However avoid overcrowding the song with instruments.

**Skills for Professional Sporting Careers**

A skill can be defined as a way to do something



**Identifying various sporting careers**

- Football
- Netball
- Volleyball
- Basketball
- Coaching
- Tennis
- Boxing
- Athletics

**Various Skills in sporting careers**

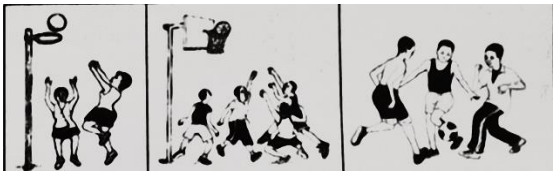
a) Football
   - Punting
   - Scoring
   - Attacking
   - Defending
   - Marking
   - Dribbling
   - Heading
   - Agility
   - Jumping
   - shooting
   - Balancing
   - Communication
   - Positioning
   - Saving (goalkeeper)
   - Throwing
   - Controlling the ball
   - Passing
   - Running
   - Decision making
   - Leadership
   - Composure
   - Vision
   - Intelligence
   - Resistance
   - Power
   - Strength
   - Stamina
   - Sprinting
   - Pace

b) Netball
   - Attacking
   - Defending
   - Catching
   - Throwing
   - Scoring
   - Dodging
   - Shooting

c) Volleyball
   - Serving
   - Blocking
   - Digging
   - Passing
   - Spiking

d) Basketball
   - Dodging
   - Dribbling
   - Shooting

e) Boxing
   - Jabbing



**PLAYS FOR THE PUBLIC PERFOMANCE**

When writing plays for the public performance the playwright should consider the audience first. The target audience will determine the theme and characters to be in the play.



For example, if one is writing for the school going youth, the basic idea should suit the age and type of students.

Likewise when one is writing for the community, one should have a picture of what kind of community it is, what are its likes and dislikes, what are the people's beliefs and educational levels

Therefore, factors to consider when writing a play for public performance are:
→ Target audience
→ People's beliefs
→ Educational levels
→ Likes
→ Dislikes
→ Cultural background
→ Age

Whatever audience you are writing for, ensure that there is a theme (the basic idea you want to pass), a realistic plot (story line) and characters (people in the play).

When acting out, make sure you create a conflict.

The audience should be kept in suspense up to the end, but towards the end the audience should see the climax and get resolutions of the climax.

A climax is the point of the story at which the interest is highest.

This comes somewhere near the end and after this there are resolutions.

**Drawing Pictures for Sale**

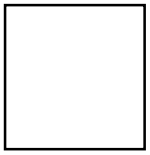
Drawing is a means of expressing and communicating one's feelings.

Drawing is an arrangement or organisation of lines to make basic shapes.

The drawings may be two dimensional or three dimensional.



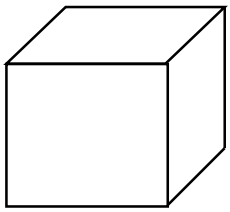
**Examples of Two Dimensional Drawings**
- Circles
- Ovals
- Rectangles
- Squares



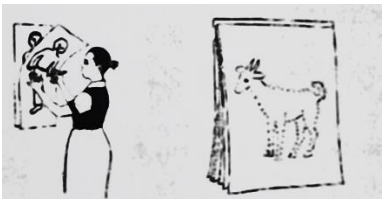
- Parallelograms
- Quadrilaterals

**Examples of Three Dimensional Drawings**

- Eggs
- Boxes
- Tables
- Houses
- Animals
- Human figures
- Dice
- Cubes



Some of these may be traced using paper, transparent plastic sheets and perforated picture outlines.



Three dimensional drawings can be formed by shading the two dimensional drawings.

Shading makes them look solid.

Drawings or pictures for sale should look attractive.

In order to achieve this, painting or colouring is done to add beauty.

After colouring, the items can be given costs, advertised and sold.

**Factors to Consider When Costing**

- Quality
- Quantity
- Durability
- Demand
- Supply

**Importance of Advertising**

→ It helps to increase sales
→ It helps producers to know their competitors and plan accordingly to meet up the level of competition
→ It helps in making people aware of the new product
→ It helps creating goodwill for the company and gains customer loyalty after reaching a mature age
→ It helps educating people
→ It helps people find the best products for themselves

## 10. ARTISTIC ACTIVITIES FOR ECONOMIC EMPOWERMENT

Activities such as making the costumes and drama performances can be a source of income.

The production of costumes for various activities requires the identification of suitable materials, taking of appropriate body measurements and cutting out of suitable patterns.

**Materials for Making Different Costumes and Sports attire**

- Cloth/fabric
- Sewing needle
- Sewing thread
- Pairs of scissors
- Razor blades

**Taking Body Measurements**

Body measurements can be taken from:

i. The waist
Measure at your waist under the hip bone

ii. Hips
Start at the hip level on one side, then capture the middle of the groin before wrapping around the opposite side

iii. Chest
Wrap the tape high under the armpits around to the front of the chest

iv. Thighs
Measure at the highest point of the thigh, under the pubic bone

v. Calves
Measure at the thickest point of the calf, typically half way between the knee and the ankle

vi. Upper arm
Wrap the tape measure around the biceps half way between the armpit and the fold of the elbow

vii. Shoulder
Measure the shoulder line from the back

**Importance of Taking Body Measurements**

- It determines the size of the fabric to be bought
- It also tells the size of the costume to be made
- It avoids wastages of materials
- It avoids wastage of money

## 11. SELF EXPRESSION THROUGH ART

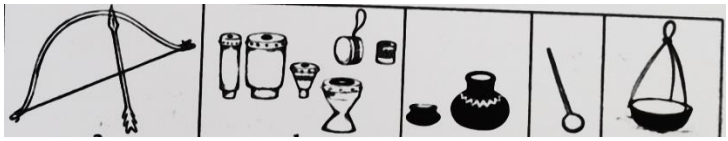
Expression and communication can be done in various ways.

It can be done through speaking, writing, gestures and artefacts.

The communication without speaking is called non-verbal communication.

### Making Different Items

Different items can be done in different ways.



### Making Hunting Tools

The following are tools for hunting:-

i) Spears
ii) Bows
iii) Arrows
iv) Clubs
v) Catapults
vi) Guns

Some of the hunting tools are made by carving. For example, clubs

### Decorating Items

The following are methods of decorating hunting tools:-

i. Tattooing
ii. Burning
iii. Stamping

Clay work, like pots and flower pot holders can be decorated by:-

- Tattooing
- Incising or engraving
- Stamping or impressing
- Polishing or burning
- Colouring or staining
- Coiling

### Body Shapes and Movements

Different body movements can convey specific messages.

For example. A person might use a wave rather than saying “hello”.

Or nod their head in agreement, which may mean “yes”.

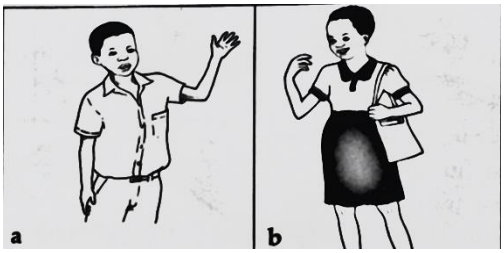
The body movements can be useful in expression and communication because they are a quick way to convey thoughts and feelings without speaking or writing.

The identification of the messages to be expressed and communicated by the body movements is important in every social setting.

This is so because it enhances cooperation and a caring spirit among the members of the community.

**Feelings and Ideas which can be Expressed and Communicated through Body Movements**

- Sadness
- Happiness
- Hunger
- Sorrow
- Farewell
- Invitation
- Denial
- Consent/agreement
- Welcome




**Drawing Pictures**

Drawing is a means of expression and communication which uses visual images to pass on information to the reader.

The drawings can contain a lot of information as much as writing.

Pictures convey messages quicker than writing.

**Materials for Drawing Pictures**

- Pencils
- Papers
- Charts
- Paint
- Crayons

12. **ARTISTIC PERFORMANCE**

**Items to Meet Personal and Community Needs**

Different people need different items in their lives.

Some of the items can be purchased from shops while others can be made.

Producing your own items can help you to cut down the costs which you could have made in the course of purchasing the items (save money)

On the other hand, producing items to meet other people's needs becomes a source of income to the producer.

Some of the items that one can make are garments, household items and safety equipment.

**Plaiting different Items**



Plaiting is weaving strands of hair, rope and so forth together to make a plait.

Plaiting is the interlocking of three or more strands.

Three strands can be used for making ropes for table mats or tying goats and mesh for hair.

More strands can be used for making mats.

**Resources Required for Plaiting Different Items**

- Sisal fibre
- Reed
- Palm leaves
- Pieces of bamboo
- Bark fibre
- Pieces of string
- Pieces of cloth
- Animal skin
- Strips from old tyres

**Produce from Plaiting**

- Baskets
- Table mats
- Door mats
- Ropes/strings
- Mesh hair
- Bags

**Procedure for plaiting strings and ropes**

1. Take two strands.
2. Using the second strand, coil one end in the middle of the strand
3. Twist the right strand in between the other strands, then the left strand in between the other strands to make the rope.

**RISKS IN USING EQUIPMENT**

The table below shows sources of risks in various sporting and artistic activities

| ACTIVITY | SOURCE OF RISKS |
|---|---|
| Weaving | Equipment such as bamboos and chisongole |
| Knitting | Equipment such as knitting needles |
| Sewing | Equipment such as sewing needles and pressing iron |
| Carving | Tools such as adzes (kasemasema) |
| Athletics: track events (running activities. For example, relay race and cross country) | Small running lanes, stones, litter, sharp objects, bricks, rough surfaces, lack of warm up and cool down activities |
| Athletics (throwing events) for example, javelin, discus, shot put | Poor condition of equipment, poor handling of equipment and slippery and rough surfaces |
| Ball games | Sports surfaces in poor conditions, lack of warm up and cool down activities, wrong pressure and size of balls, poor condition of balls |

**Strategies for Reducing Risks**

- Doing warm ups and cool downs
- Thrower should always be in front of others
- Clear the area where the activity will be done
- Always use equipment that is in good condition
- Store and keep equipment safely after use to prevent wrong use
- Proper handling of sharp tools, for example, needles
- Wearing a thimble when sewing
- Proper sharpening of tools
- Splitting and processing bamboos with care in weaving

The table below shows strategies that can be used to reduce risks

| ACTIVITY | RISKS | STRATEGY THAT CAN BE USED TO REDUCE RISKS |
|---|---|---|
| Playing ball games | Getting fractures, cuts and scratches | - Referee should control the game<br>- Referee should give penalties for bad play<br>- Plant grass on bare ground<br>- Remove anthills and stones from the ground<br>- Fill ditches and holes on the ground |
| | Ball hitting players | - Cut all grass for the balls to run smoothly<br>- Goalkeepers wearing protective wear<br>- Make the ground flat |
| | Players hitting each other | - Strictly observe the rules of the game |
| Sewing | Needle pricking ones finger | - Use a thimble to protect the middle finger when sewing |
| | Needle pins piercing others or oneself | - Put pins or needles on a pin cushion<br>- Point the needle towards your own body when sewing |
| | Cutting oneself or others | - Cut away from others<br>- Handle scissors or razor blades properly |
| | Burning oneself or others | - Put pressing iron on a stand after every pressing<br>- Remove charcoal after use<br>- Switch off and plug off the electric iron after use<br>- Proper storage |
| Athletics | Hitting one another due to bunching (many people being together without enough personal and general space) | - All races of one lap for example: 100m, 200m should be run in lanes<br>- Runners should be well spaced and limited in number<br>- Obey the rules |
| | Collapsing | - Breathe through the nose when running<br>- Do cool down activities |
| Carving | Getting cuts or tears | - Sharpen equipment away from your body<br>- Place tools in safe places<br>- Hold tools firmly when sharpening them<br>- Avoid cutting close to where you are holding the object being carved |

The table below shows some of safe practices in different activities

| ACTIVITY | SAFE PRACTICES |
|---|---|
| Javelin | - Walk with the javelin in vertical position to the playing field<br>- Put a cork or a protective cloth on both ends of the javelin when not in use |
| Discus | - Use discus without cracks and worn out reams<br>-Create adequate space between thrower and others |
| The shot | - Hold the shot with a firm grip |
| Jumping events | - Have a soft landing area |
| Athletics | - Adequate preparation<br>- Use lanes when running<br>- Ensure learners (runners) are well spaced in races of more than one lap<br>- Count all learners (runners) before and after long runs<br>- Provide transport behind the runners in long distance running |
| Basketball | - Minimise contacts among players |
| Netball | - Observe rules of the game<br>- Umpires should ensure fair play |
| Volleyball | - Playing field should be dry<br>- Use approved balls<br>- Avoid treading on the ball<br>- Spikes should be empty part of the court |
| Field hockey | - Cut grass on the pitch<br>- Provide goalkeepers with protective clothing<br>- Use sticks that are in good condition |
| Football (soccer) | - Avoid dangerous play<br>- Referees should be strict in the game<br>- Cut grass on the field of play<br>- Ensure the field is free of risks |
| Gymnastics | - Use clothing that allows free movement<br>- Proper supervision of the activities<br>- Give activities according to the age of the learners |
| Singing | -Avoid singing on top of ones voice for a long time to avoid straining vocal chords which may lead to bruises<br>-Have a bottle of water to sip at intervals to soften the vocal chords |
| Dancing | -Dances that are vigorous require enough training to avoid muscle pains and cramps |
| Drama | -Thorough practice before actual performances, especially those performances that require vigorous body movements<br>-Sharp objects to be used should be improvised<br>-Equipment that is not used should be removed from the stage to avoid bumping into them |

**MARKETING SKILLS**

It is important that schools help the learners develop marketing skills. These skills will help them become self-reliant in future.

**Importance of Marketing**

- It ensures that the articles are made for a purpose and benefit
- It increases profit from the sales of the articles made

**Processes in marketing**

- Carrying out a research (to identify potential customers)
- Costing the items
- Displaying the items
- Advertising
- Selling

**Importance of Carrying out a Market Research**

- To understand what people's likes are
- To discover where particular artefacts are popular
- To convince people that they will not regret after buying the artefacts

**Marketing Skills**

- Carrying out a research
- Costing the artefacts
- Displaying them
- Advertising them

**GLOSSARY**

Act (v) = to perform a part in a play or film

Actor (n) = a person who acts on the stage, on TV or in films

Aerobics = vigorous physical exercise done in order to increase the amount of oxygen taken into the body

Agile (v) = able to move quickly and easily; active

Art = the expression of human creative talent, especially in a natural form

Attack = kill

Audience (n) = a group of people who have gathered together to hear or watch somebody or something

Banjo = a musical instrument with a long neck and a round body. It has four or more strings that are played with the fingers.

Breadth (n) = the distance or measurement from side to side; width

Burn (n) = a mark caused by fire

Burnish (v) = to make metal smooth and shiny by rubbing; to polish something

Carve (v) to form something by cutting away material from wood or stone

Carve = to cut solid material in order to form something

Carve = to write something by cutting on a surface

Carving (n) = a carved object, especially a work of art

Cast (n) = all the actors in a play, etc.

Cast (v) = (in knitting) to put the first line of stitches on a needle

Cast (v) = to choose actors to play parts in a play, film, etc.

Cast (v) = to give somebody a part in a play, etc.

Check = a pattern of small squares

Chikule = red soil

Chiziro = black soil

Coil (v) = round something up, to wind or twist oneself or something round and round in circles or loops

Collage = a form of art in which pieces of paper, cloth, photographs, etc are arranged and stuck to a surface

Colour (v) = to put colour on something, for example, with coloured pencils, paint, etc.

Colouring (n) = the action of putting colour of something

Composure = ability to control the game at any critical situation in the match

Contemporary (adj) = of the present time; modern; of the latest time; new

Costume (n) = clothes worn by actors during a play

Decision making = determine in advance what to do

Depth (n) = the distance from the front to the back

Depth (n) = the distance from the top down

Dimension (n) = a measurement of any sort, for example, breadth, length, thickness, height, and so forth

Dimensional (adj) = having the specified number of dimensions

Draw (v) = to make pictures or a picture of something, with, for example, a pencil or chalk but not paint

Effects (n) an impression created in the mind of a spectator, reader, etc. while watching a play, listening to music or looking at a painting

Engrave (v) = to cut or carve words, designs, etc. on a hard surface

Flexible (adj) = that can bend easily without breaking

Fret = each of the bars or ridges on the neck of a guitar or similar instrument, used as a guide for the finger to press the strings at the correct place.

Gluten (n) = a sticky substance that is left when starch is removed from flour

Groin (n) = the groin is the junctional area between the abdomen and the thigh on either side of the pubic bone

Groin (anatomy) = the part of the body where the tops of the legs meet, containing the sexual organs

Guitar = a musical instrument with, usually, six strings which is played with the fingers or a plectrum

Height (n) = the measurement from the bottom to the top of a person or thing

Hem (n) = the edge of a piece of cloth which has been turned under and sewn

Impression (n) = a mark left by pressing an object hard into a surface

Incise (v) = to cut words, designs, etc. into a surface

Intelligence = game understanding

Interlock = to fasten or to be fastened firmly so as not to come apart accidentally

Kalimba = a type of African thumb piano

Knit = to make garments, etc. by creating rows of connecting loops of, especially, wool thread, using long metal, plastic or wooden needles

Leadership = able to guide the youngsters in the field and be able to motivate and inspire others

Length (n) = the amount something measures or extends from one end to the other

Lighting (n) = equipment for providing light for a room, building

Lighting (n) = the arrangement or effect of lights

Loom = a machine for weaving cloth

Make up (v) = to put powder, lipstick, etc. on the face to make it more attractive or to prepare it for an appearance in the theatre, on TV, etc.

Model (n) = a representation of something, usually smaller than the original

Outline (n) = a line or lines indicating the shape or outer edge of something

Outline (n) = to draw or mark the outer edge of something

Pace = to set the rate or speed at which something happens or develops

Percussion = musical instruments that are played by striking, beating or tapping with a stick, etc., for example, drums

Perforate (v) = to make a hole or holes through something

Piano = a large musical instrument played by pressing the black or white keys of a keyboard.

Plait (v) = to weave strands of hair, rope, etc together to make a plait.

Plaiting = the art of twisting fibre into ropes.

Plectrum = a small piece of metal, wood, plastic or bone used for plucking the strings of a guitar or similar instruments.

Polish (v) = to make something smooth and shiny by rubbing, especially after first putting on a special substance to produce this result

Props (n) (*also* property) = a movable object used on a theatre stage, in a film, etc.

Punt (v) to kick a football after it has dropped from the hands and before it reaches the ground

Purl (*also* purl stitch) (n) = a stitch in knitting that produces ridges on the upper side

Purl (v) = to knit something in purl stitch

Rasp = an unpleasant harsh sound

Scene (n) = a place represented on a stage of a theatre

Scenery (n) = painted background used to represent natural features or buildings, and so forth

Scenery (n) = the natural features of an area, for example, mountains, valleys, rivers and forests

Seam = a line along which two edges of cloth, etc. are joined or sewn together

Set (n) = a stage or place where a play or film is performed

Set (n) = the scenery used for a play, film, and so forth

Setting (n) = the place and time at which a play, novel, etc. is set

Setting = used to receive a teammate's pass in order that the play may continue by passing the ball overhead to an attacker

Sew = to make stitches in a cloth with a needle and thread

Skill (n) = the ability to do something well

Solid (n) = (geometry) having three dimensions i.e. length, width and thickness

Spiking = striking

Stain (v) = to leave or make coloured patches or dirty marks on something, especially ones that are difficult to remove

Stamp (v) = to print the date, letters, a design, etc. on paper, cloth or some other surface

Stamping (n) = a design, words, etc. made by stamping something into a surface

Strength = to resist tackles

Strip = a long piece of something i.e. a strip of paper

Stroke (v) = move one's hand with gentle pressure over (a surface)

Style = manner of doing, performing, or presenting something

Talent = a natural skill or ability at something

Talent = a person or people with natural skill or ability

Tattoo (noun) = a picture or pattern on a person's skin made by making small holes in it and filling them with coloured dye

Tattoo (verb) = to mark somebody's skin with a tattoo

Thick (n) = having a relatively great distance between opposite surfaces or side

Three dimensional (adj) = having or appearing to have or relating to the dimensions of length, width and depth

Thumb piano (n) = any of various musical instruments, mainly of African origin, made from strips of metal fastened to a resonator and played by plucking with the fingers and thumbs

Trace (v) = to copy a map, drawing, etc. by drawing on transparent paper placed on it

Twill = a fabric so woven as to have a surface of diagonal parallel ridges

Two dimensional (adj) = have dimensions of height and width only

Two dimensional (adj) = having or appearing to have length and breadth but no depth

Vision = ability to see build-up play ahead to others or ability to see a pass or awareness of players around you

Warp = (in knitting) the threads on a loom over and under which other threads (the weft or woof) are passed to make cloth

Weave = to make fabric, etc. by passing threads or strips across, over and under other ones, by hand or on a machine called a loom

Weft = the threads woven across, over and under the threads lying on the loom

Wriggle = to twist and turn with quick short movements

**NB:** n = noun, v = verb, adj = adjective

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