

Initial Primary Teacher Education

Expressive arts

Module 1

of

Year 1



Malawi Institute of Education

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Expressive arts

Module 1 of Year 1

Malawi Institute of Education

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Foreword

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Primary Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

‘To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners’ diversity.’

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Executive Director
Malawi Institute of Education

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Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

National goals for primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession
imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners.

Rationale

Foundation studies will equip student teachers with the necessary knowledge, skills and attitudes to carry out their role of facilitating learning of the primary school child. To teach effectively, student teachers must study the origins and development of the primary school curriculum and understand their role in its implementation through appropriate management of the teaching, learning and assessment processes at school level.

Teacher education philosophy

The following has been the guiding principle during the design, development and implementation of the IPTE curriculum.

To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity has been designed.

IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject content with a special focus on methods for lower classes	In college, learning subject content with special focus on methods for upper classes	Out in teaching practice schools, practising teaching mainly in the lower classes	Out in teaching practice schools, practising teaching mainly in the upper classes	In college, with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, Information Communication Technology, Inclusive Education and Critical Thinking are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life Skills, Science and Technology, Expressive Arts, Religious Studies and Human Ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

Summary of topics for the term and time allocation

Term 1		
Topic	Allocated time in hours	Core element

TOPIC 1 Teaching expressive arts

Time: 4 hours

Introduction

Expressive arts in the IPTE curriculum is a subject aimed at promoting holistic development of the learner. The subject involves all parts of the body through the use of different components that make up the subject. Expressive arts is a subject on its own but it can also be used as methodology for teaching other subjects in the curriculum.

This topic introduces expressive arts as a primary school learning area. In this topic you will be introduced to the components of expressive arts, the interdependence of the components, the core elements of the subject and challenges you are likely to face when teaching the subject.

Success criteria

Student teachers must be able to:

- analyse the components that make up expressive arts
- assess challenges in the teaching of expressive arts
- apply skills in expressive arts to promote inclusive education
- examine best practices in teaching expressive arts
- plan to teach expressive arts

Components of expressive arts

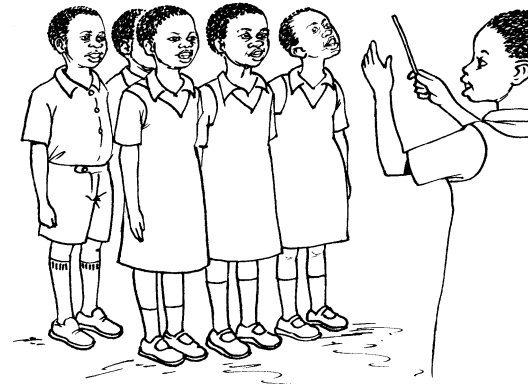
The IPTE expressive arts curriculum is an integration of *music, dance, drama, creative arts* and *Physical education*.

Music

Through music, learners have rich opportunities to be creative and to

experience inspiration and enjoyment. They perform and compose pieces of music. They can also listen and critique different pieces of music.

Where possible, Information and Communication Technologies (ICT) can be used to realise or enhance their composition and performance, and to promote their understanding of how music works.



Learners singing in a school choir

Music is an important part of social culture. Within the school curriculum, music can enrich the lives of individual pupils and promote their personal, intellectual and social growth. Music provides all learners with opportunities to:

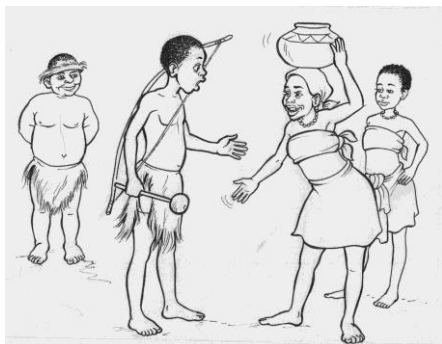
- take an active part in music making, to invent music and to listen and respond to music
- realise their full musical potential, whatever their abilities;
- prepare for a lifetime of musical experiences and enjoyment through the development of musical skills, knowledge and understanding

Drama

Through drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment.

Drama provides learners with opportunities to:

- reach new understandings and appreciation of self, others and the environment through imaginative dramatic experience;
- communicate ideas and feelings through language, expression and movement, in real and imaginary contexts;
- develop confidence and self-esteem in their day-to-day interaction with others;
- develop sensitivity towards the feelings, opinions and values of others through purposeful interaction;
- develop a range of dramatic skills and techniques



Boys and girls performing drama on a stage

Dance

Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment.

Through dance, learners are able to:

- develop their dancing skills and improve the quality of their movement

- use their imagination and skills to create and choreograph dance sequences.
- develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others



Males and females performing Tchopa dance

Creative arts

Through creative arts, learners have rich opportunities to be creative and to experience inspiration and enjoyment.

Creative arts provide all learners with opportunities to:

- consider, select and organise materials and media and develop knowledge of techniques, processes and skills, appropriate to the activity and to the individual's stage of development, in a learning environment which stimulates awareness and imagination;
- use feelings, imagination and memory to develop, express and communicate ideas and solutions;
- to enjoy and appreciate their own art and that of others;
- to become aware of the influence of place, time, culture and material on the images and objects invented and created by artists, designers and craftspeople;

- become more aware of the visual environment and their relationship to it.



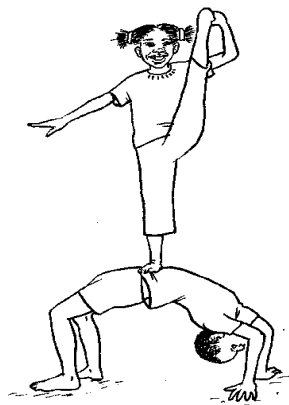
A girl weaving a basket and a boy modelling a pot

Physical education

Physical activity is essential to the growth and development of children. Physical education and sporting activities offer opportunities for the development of physical competences, social skills, fitness and a healthy lifestyle. Physical education and sports provide pupils with opportunities to:

- engage in purposeful and enjoyable physical activities;
- develop physical skills, knowledge and understanding of the concepts involved and the ability to apply these in various contexts;
- develop self-awareness, confidence and co-operative relationships with others and the ability to meet challenges presented in a variety of physical settings;
- develop life-long positive attitudes to health and fitness;

- develop critical appreciation of their own performances and those of others.



A boy and a girl doing gymnastics

Components of expressive arts

Activity 1 Discussing the components of expressive arts

Your lecturer will ask you to:

- 1 Study any **two** expressive arts teachers' guides: one for Lower and one for upper primary school. Match each **topic** with the corresponding component of expressive arts
- 2 Select **one** other topic from any Expressive arts Teachers' guides. Look at **one** activity and identify the different components of expressive arts in the activity
- 3 Share and discuss your findings in class

Tip

Ensure that there are syllabuses, teachers' guides and learners' books for expressive arts in the college or the Demonstration primary school or any other primary school that is close to the college.

Activity 2 Exploring components of expressive arts in other subjects

Your lecturer will ask you to:

- 1 look through some of the Teachers' guides and learners books of different subjects. Make a list of songs, games and dances that have been given to teach some concepts.
- 2 make a collection of games and songs that are played and sang in the community around your school. Use one of the games and one of the songs to teach a concept in one subject apart from expressive arts
- 3 match each game and song with various topics that you will teach in the lower and upper primary.

Activity 3 Composing songs and games that can be used in other subjects

Your lecturer will ask you to:

- 1 come up with a game or song that can be used to teach multiplication in Mathematics to learners in standard 2.
- 2 share your games and songs with the whole class.

Challenges in the teaching of Expressive arts

There are inherent challenges in the teaching of Expressive arts. These include the following:

- inadequate resources in teaching some of the components of the learning area e.g. music equipment.
- Having learners of varying abilities. Some learners may be good at one component only and therefore pose a problem as they are gifted

- Teaching the subject in an integrated approach. Teachers can concentrate on the area that they feel they are comfortable to teach.
- The subject has also a challenge that it has different components which require different skills to teach it effectively.
- Inadequate content knowledge by the teachers. Expressive arts is an elective subject at Secondary school level and many students don't learn the subject. This means when they join the TTC, they do not have the necessary background content knowledge on which they can build the pedagogical knowledge for teaching the subject effectively.
- Lack of teachers' confidence due to inadequate training in the subject. This makes the teachers not to have adequate content and pedagogical knowledge for teaching the subject.
- Negative attitude towards the subject. Most teachers have stereotyped thinking that the arts can not give them opportunities for white collar jobs.

Possible ways of overcoming the challenges

There are different ways how you can overcome the challenges in teaching Expressive arts. Some of the ways include:

- Planning properly before lesson delivery. You should build links between the different components of Expressive arts. For example, you need to find out what aspects of drama can be used to teach Music.

- Using- local resources during the teaching and learning process. These will motivate the learners to participate actively in the lessons
- Practicing the skills during your free time
- Sharing knowledge and experiences with other student teachers /experienced teachers
- Use of resource persons or specialists in the different components of Expressive Arts. For example, you can use practising musicians, athletes, actors/ actresses to teach learners some aspects of the subject.
- Utilization of team teaching. You can team-teach with fellow teachers. For example, you can use a fellow teacher to teach aspects of sporting activities if you are not comfortable in the aspect.

Methods of teaching Expressive Arts

There are different methods of teaching Expressive Arts. Most methods, including Critical thinking methods can be used in teaching Expressive arts. As Expressive arts teachers you should select methods that will make learners active and creative. Some of these methods are written in the syllabus e.g. : *K-W-L, Ball Bearing; Predicting from terms; Mix, Freeze, Pair; Future wheels; Author's chair, Jigsaw, One stays three strays, walk around talk around, Card collecting and clustering, Think pair share, workstation/Bus stop, Mind mapping.* Most of the methods used in critical thinking are applicable in Expressive

arts. To use the methods efficiently you need to:

- Analyse the topic you are going to teach
- Decide on which methods you are going to use in the lesson the (content)
- Include the methods in your lesson plan
- Practise using the method before the classroom instruction

Activity 1 Methods of teaching Expressive arts

Your lecturer will ask you to:

- 1 read about different methods of teaching from the Foundation studies module 1
- 2 select one activity from the Expressive arts Teachers guide in the lower primary. Study it and select any two critical thinking methods from the module that you can use in teaching the activity
- 3 share with the rest of the class these methods and how you can use them in teaching the activity. Explain why you think they are the best methods of your choice
- 4 discuss in pairs how the methods can ensure that learners become creative and critical in their thinking?

Expressive arts and inclusive education

Inclusive education

As teachers, you need to use different skills and methods to teach the various components of expressive arts to cater for learner diversity. This diversity can be in the form of different learning styles, learners' needs and abilities.

Expressive arts can also be used to provide successful learning experiences for learners with some kinds of disabilities. For instance, some people with dyslexia are amongst the most gifted artists or athletes. Learners should be encouraged to focus on their talents and abilities while also sharing them with others.



A student teacher with too many different types of learners in a classroom helping each other

Activity 1 Discussing how to cater for learner diversity in class

Your lecturer will ask you to:

- 1 select one topic for each of the following primary school sections: infant, junior and senior primary school. Study the topic and describe how it can be adapted or modified to make it inclusive.
- 2 teach the topic using the modification that you have suggested in 1 above.
- 3 critique the lesson and discuss how it could be improved

Tip

Most of the Malawian primary classrooms are inclusive classrooms. As a teacher or lecturer you should identify the learner diversities your class has to use appropriate methods for teaching.

Planning to teach expressive arts

Effective teaching of expressive arts begins with proper planning of activities. The planning includes some of the following:

- Preparing enough work for the term or year. This is achieved through writing proper schemes of work
- Writing detailed lesson plans for each lesson. The lesson plans in expressive arts should include adequate and varied activities; resources and methods of teaching
- Identifying proper and adequate resources for the lesson. Wherever possible, you can make in advance the resources from locally available materials
- Recognising the fact that there are different time allocations for expressive arts for the infant, junior and senior primary classes

Schemes of work and lesson plans in expressive arts

Activity 1 Planning to teach

Your lecturer will ask you to:

- 1 find out the period allocation for Expressive arts in the Primary school for the infant, junior and senior sections
- 2 Look at the structure of the schemes of work and Lesson plans

from the Foundation Studies module

- 3 Using the structure, develop a two week schemes of work for expressive arts for each of the three primary school levels.
- 4 Develop a 30 or 35 minute lesson plan from the scheme of work you have developed
- 5 Present your lesson plans in class and discuss/ reflect on any differences that you have noted from planning for the three levels (infant, junior and senior classes)
- 6 Re-write the scheme of work and lesson plan factoring in the feedback from the class discussion and your lecturer
- 7 Explain how you will use the feedback to develop future schemes and lesson plans
- 8 Copy the sample schemes and lesson plans on to your phone for storage for future use and reference

Tips

You should have an outline of the Schemes of work from the Foundation studies department. In addition, a model scheme of work should be developed by the expressive arts department.

Summary

In this Topic, you have studied the components of expressive arts, skills that can be used to make the subject inclusive and also planning to teach the learning area. As an expressive arts teacher, you should be willing to learn new skills and be able to integrate various components of the learning area in a lesson.

Reflection and assessment

- 1 How can you use the different components of expressive arts to promote learning in the:
 - a. infant classes
 - b. junior classes
 - c. senior classes
- 2 Make a list of the areas you will need to improve on in your planning to teach expressive arts from comments made by the lecturer in your schemes of work and lesson plans

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Further reading

Expressive arts – Education Scotland

<https://education.gov.scot>

The Arts Education

www.curriculumonline.ie

TOPIC 2 Teaching body movements

Time: 4 hours

Introduction

Expressive arts is all about body movements. Children should learn about body movements because they can be used to express and communicate different ideas, concepts and feelings. In this topic, you will learn about body movements, personal and general space, demonstrate body movements which enhance coordination, resources and methods used in teaching body movements and conducting lessons in body movements. This knowledge will help you to understand the importance of body movements and how you can teach it effectively.

Success criteria

Student teachers must be able to:

- perform various body movements
- create movements in personal and general space
- demonstrate body movements which enhance coordination
- use appropriate resources in teaching body movements
- apply appropriate teaching, learning and assessment methods in teaching body movements
- conduct lessons on body movements

Performing various body movements

Body movements are required in our everyday activities for example when doing sporting and artistic activities. Body movements are important to both humans and animals. Humans

make body movements to search for food, express their feelings, to make the body strong and fit among other reasons. There are different types of body movements like:

- Flexion and extension that take place within the sagittal plane and it involves the limbs.
- Abduction and adduction that occur within the coronal plane and it involves the toes or fingers.
- Circumduction, the movement of a body region in a circular manner and it involves extension and abduction at a joint.
- Rotation movement that occur within the vertebrae column.
- Supination and pronation, movements of the fore arm.
- Dorsiflexion and plantar flexion, movement at the ankle.
- Inversion and eversion, movements that involve intertarsal joints.
- Depression and elevation, these are downward and upward movements of shoulder joints.
- Excursion, the side to side movement of the mandible.
- Superior rotation and inferior rotation, movements of the scapula.
- Opposition and reposition, the thumb movement.

Body movements are done when working with different objects, performing physical exercises, producing artworks as well as doing household chores. In addition, your

learners need to be able to understand their body movements. This will enable them to understand and apply appropriate body movements during sporting and artistic activities and also to enhance their learning in all subjects.

When teaching body movements, always find out from learners their everyday experiences on body movements. In this way they will be able to appreciate the importance of the topic and ways in which their knowledge on body movements can improve their sporting and artistic activities.

Body movements

Activities

Activity 1 Performance of body movements

Your lecturer will ask you to:

- 1 find out more on types of body movements and explain their importance.
- 2 perform various body movements that will involve various body parts.

Activity 2 Identifying body movements

On your own:

- 1 use the expressive arts primary school instructional materials to isolate concepts on body movements that are learnt in primary schools.
- 2 share your work with class members

Tips

Use appropriate books and internet to search information for activity 1. Primary expressive arts instructional materials are appropriate to use for activity 2. Involve all learners and adapt the activities to suit special educational needs learners

It is very important to teach body movements by involving learners in practical activities. Using their experiences and knowledge would help them to understand the concept and stimulate their minds. Here are some ideas you would use to introduce body movements to the learners

- a. you may begin by asking learners to describe how they use body movements in their everyday life in relation to expressive arts.
- b. you can also ask learners to practice making various body movements using various body parts.

Tips

- 1 Use appropriate teaching, learning and assessment resources and methodologies and ICT tools to plan the lesson in activity 2
- 2 Involve all learners and adapt the activities for learners with special educational needs

Movements in personal and general space

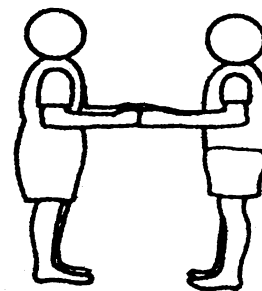
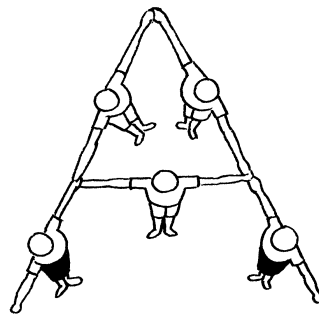
When making body movements, space is required. Space can be used by an individual or a group of people.

Personal and general space are the fundamental elements to daily living. Personal space refers to space used by an individual when doing an activity for example skipping individually and rolling. This can be created by stretching arms and rotating 360 degrees without touching anything or anybody. Your learners need to understand the importance of observing personal space when doing sporting and artistic activities so that they respect each other's space when doing an activity.

General space is an area used by two or more people. Some activities include ball games and field and track events. Personal and general space are very important because:

- there is free body movement
- activities are done properly
- accidents that occur during activities are reduced

When teaching body movements, take note of the activities that require personal and general space. In this way learners will respect the boundaries of personal and general space when performing sporting and artistic activities as well as moving and using their own body parts. You should also ask the learners to form various body patterns using body movements. These can be done alone or with friends. Some of the patterns to be made are: letters and word shapes or numbers.



Patterns with body movements

Activities

Activity 1 Movements in personal and general space

Your lecturer will ask you to:

- 1 brainstorm the activities that require personal space
- 2 use personal space to produce different patterns of letters, shapes and numbers.

Activity 2 Using general space

Your lecturer will ask you to:

- 1 use general space to create several patterns of letters, words, shapes and numbers that you can practice with infant classes.
- 2 practice matching singing with body movements

Tips

- 1 You can use video clips to learn more about creating body movements and perform the patterns
- 2 Involve all learners and adapt the activities for learners with special educational needs

For learners in primary schools

It could be difficult to teach creating movements in personal and general space if the learners are not involved in practical activities. Using their experiences would assist them to understand the topic. Here are some points to be followed to introduce the topic:

Activity 3 Creating patterns

On your own ask learners to:

- 1 perform several activities that require personal and general space or show them video clips showing various activities
- 2 create several patterns of letters, shapes and numbers using various body movements.
- 3 match singing with body movements

Tips

- 1 Use appropriate teaching, learning and assessment resources and methodologies and ICT tools to plan for the activities
- 2 Involve all learners and adapt the activities for learners with special educational needs

Body movements which enhance coordination

Sporting and artistic activities depend on coordination of body movements. This describes the smooth efficient movement patterns that are part of sport skills and tasks. There are so many activities that require a lot of body movements for example acrobatics, traditional dances and songs.

Acrobatics and traditional dances need a lot of flexible body movements.

Many traditional dances involve matching singing with body movements. Malawi is rich in cultural heritage and learners may gain knowledge and performance skills. Coordination of the body parts in dances is one of the key factors through which you can understand and promote our traditional dances. Costumes, props and musical instruments can be used to enhance coordination. When teaching the topic, you may use learners' experience on traditional dances and songs from the three regions of Malawi. This will enhance their understanding on the topic and apply necessary coordination in artistic activities.

Activities

Activity 1 Performing aerobics and indigenous dances

Your lecturer will ask you to:

- 1 practice some aerobics in class and observe your body movements.
- 2 visit the community around the school. Identify the artistic activities that are performed and describe the body parts that are mostly used when performing the activities.
- 3 select any indigenous dance in the three regions of Malawi and perform it.
- 4 use appropriate costumes and musical instruments to perform the indigenous dance.

Activity 2 Practicing demonstrating body movements that enhance coordination

On your own ask learners to:

- 1 sing the indigenous songs

- 2 show pictures/video clips of traditional dances performed in Malawi
- 3 ask the learners to perform some of the traditional dances from their area

Tips

- 1 Use appropriate teaching, learning and assessment resources and methods when preparing teaching the topic.
- 2 Involve all learners and adapt the activities for learners with special educational needs.

Appropriate resources in teaching body movements

Teaching and learning resources are very essential when teaching any concept to learners. It is important to use appropriate resources when teaching body movements to the learners for them to understand easily and appreciate their use. When teaching body movements, it is necessary to use locally available resources because the quality of teaching and learning is greatly influenced by the resources available. Locally available resources refers to what is readily available in the school or college environment. As teachers there is no need to rely solely on words to make meanings clear, more vivid and interesting. There are so many locally available resources that are appropriate when teaching body movements. These resources can be classified into three categories:

- **Visual:** those resources which help learners to learn through seeing, for example models and pictures.

- **Audio:** those resources which help learners to learn through hearing, for example musical instruments like drums and radios.
- **Audio-visual:** those resources which help learners to learn using both senses. Examples are television, videos and films

It is therefore important for a teacher to know the relevance and how to use appropriate resources when teaching body movements for effective and efficient teaching.

Appropriate resources for teaching body movements

Activities

Activity1 Identifying appropriate resources for teaching body movements

Your lecturer will ask you to:

- 1 research more on types of locally available resources and propose appropriate resources for teaching body movements.
- 2 select different suitable resources that can be used in the teaching of body movements in the primary school, infant, junior and senior sections.
- 3 Use the table below, to list examples of appropriate resources for teaching the primary school sections

Primary school sections	Examples of resources for teaching body movements
Infant section (standards 1 and 2)	
Junior section (standards 3 to 4)	
Senior section (standards 5 to 8)	

Activity 2 Identifying locally available resources for teaching body movements

Your lecturer will ask you to:

- produce appropriate resources for teaching body movements using locally available resources in each of the three primary school sections.

Tips

- 1 Use appropriate teaching, learning and assessment resources and methods when preparing to teach the topic.
- 2 Involve all learners and adapt the activities for learners with special educational needs.

Applying appropriate teaching learning and assessment methods in teaching body movements

When teaching body movements, teachers need to use appropriate methods for learners including those with special educational needs to learn better and discover their abilities. Use of appropriate teaching methods help the learners to achieve the success criteria of the lesson. There are various appropriate learner-centred methods

that can be used in teaching body movements. The learner-centred methods give a learner a certain amount of autonomy as well as the freedom to make decisions for a while during the teaching and learning process. Some of these methods include: pair work, group work, work stations, gallery walk, demonstration, practice and many more.

It is also important for you to understand the type of teaching methods, the strengths and weaknesses of using the methods and guidelines for each method so that you improve your teaching.

Activities

Activity 1 Using appropriate teaching, learning and assessment methods in teaching body movements

Your lecturer will ask you to:

- 1 use the expressive arts primary school Teachers' guides to find out the teaching methods used in:
 - infant section
 - junior section
 - senior section
- 2 explain the suitable teaching, learning and assessment methods for infant, junior and senior section in teaching body movements. Relate this to content done in activity 1.

Conducting lessons on body movements

For effective teaching and learning, it is necessary to prepare the lessons for Infant, Junior and senior sections using appropriate primary instructional materials such as expressive arts teacher's guide and learners' book. It is

also important for effective teaching and learning to use of appropriate methods and resources when delivering the lessons.

Activity 1 Preparing and presenting lessons on body movements

Your lecturer will ask you to:

- 1 prepare a lesson plan on body movements in groups for infant, junior and senior sections.
- 2 Use the lesson plans to micro teach
- 3 Peer evaluate the lessons

Tips

- 1 Use primary instructional materials to design the lesson plans for Infant, Junior and Senior sections for activity 1
- 2 Use appropriate teaching, learning and assessment resources and methods when preparing and presenting the lessons

Summary

In this topic, you have learnt about teaching body movements. Body movements are important for artistic and sporting activities. Body movements require personal and general space. Therefore you need adequate preparations, teaching, learning and assessment resources and a variety of teaching methods to teach body movements effectively.

Reflection and assessment

- 1 Discuss any challenges that you may face when teaching body movements. Where possible, suggest solutions to the problem identified.

- 2 Create different body movements with the help of a friend.
- 3 Explain how you can introduce teaching body movements to
 - infant classes
 - junior classes
 - senior classes

Glossary

Abduction: move away from the midline of the body to another part

Acrobatics: an example of gymnastic activity that require a skill

Adduction: move towards the midline of the body

Artworks: an object or item made by human creativity

Dorsiflexion: bending something towards its upper surface

Excursion: movement through an angle

Flexion: action of bending

Pronation: holding hand, foot or limb with a palm or sole turned downwards

Props: materials carried when performing a traditional dance

Space: area being used when doing an activity

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Further reading

<http://opentextbc.ca/anatomyandphysiology/chapter/9-5types-of-body-movements/>

[www.ascd.org>books](http://www.ascd.org/books)

TOPIC 3 Teaching risks and safe practices in sporting and artistic activities

Time 3 hours

Introduction

Safe practice in sporting and artistic activities should be an important feature of all aspects and in all phases of education, starting from the very early years of playgroup and reception through to primary, secondary and higher education. Every accident that occurs during sporting activities serves as a reminder of the importance of safe practice and the need to learn lessons and to adopt safe practices that will minimize the likelihood of such incidents. More importantly, careful forethought and preparation will help to prevent such occurrences. Teachers, lecturers, coaches and others in positions of responsibility have a duty of taking care of those in their charge to ensure that planning and implementation include recognition of safety as an important element.

This topic introduces you to teaching of risks and safe practices in sporting and artistic activities. The topic explores the sources of risks and safe practices in physical education, sporting and artistic activities. In addition, strategies for reducing risks during physical, sporting and artistic activities are discussed.

Success criteria

By the end of this topic, you must be able to:

- identify sources of risks in physical, sporting and artistic activities
- employ safe practices in physical, sporting and artistic activities
- use appropriate resources in teaching risks in physical, sporting and artistic activities
- apply appropriate teaching, learning and assessment methods in teaching risks in physical, sporting and artistic activities
- conduct lessons on risks and safe practices in physical, sporting and artistic activities

Sources of risks in physical, sporting and artistic activities

A risk is defined as a threat of damage, injury, danger, loss, or any other negative incidence that is caused by external or internal vulnerabilities, and that may be avoided through preventive action.

An activity in physical education, sport and art is considered to be safe where the risks associated with the activity are taken to be acceptably low. As such, it is the responsibility of all those who teach physical education,

sport and art to identify those risks and use safe practices in their teaching. To ensure that learners undertake physical, sporting and artistic activities safely, activities should be done through good teaching and management of a situation on a day to day basis. The sources of risks in physical and sporting activities include:

a) Equipment that is in poor condition

Equipment used in physical education and sporting activities should be visually checked prior to learners using it. Precisely, it is the responsibility of the teachers to check the equipment to be used for sporting activities. This helps to ensure that it is the right equipment and is in good condition for use. The equipment should be assembled correctly and not damaged or faulty. Sports equipment such as balls for different ball games should be checked for the right size, pressure and condition. Equipment for field events like javelin, discus or shot should be checked before allowing learners to use them to ensure they are in usable condition. More importantly, equipment should be used for the purpose for which it is designed.

b) Improper attire

Suitable physical education and sports attire is very important during sporting activities. As a teacher, you need to emphasize this aspect and should ensure that all learners wear suitable attire when participating in sporting activities. Learners should wear clothing that is suitable for the activity, environment and weather

conditions. Restrictive and tight clothing represents a hazard to the learners in certain activities. However, loose clothing for swimming is not advisable.

c) Unsafe environment

Sports fields which have rough and uneven surface, sharp objects, stones, bricks or litter, could be sources of risks to the users. As such, you are advised to check the sporting fields to ensure that they are safe and suitable for the activities. For safety measures, you should inspect the fields before learners are allowed to use them.

d) Poor discipline

As a teacher, you should make sure that learners are disciplined during physical and sporting activities. Poor discipline and uncontrolled behaviour can negatively affect the standard of safety in any physical and sporting activities. Therefore, learners should follow the rules. Disregard of rules and regulations and learners' failure to obey the teacher are some of the major causes of accidents in physical and sporting activities.

e) Lack of knowledge and poor supervision of the activities

Lack of knowledge on the sporting activities that learners have been asked to perform can cause injuries. Therefore, you should be knowledgeable of the activity which will help learners to perform the activity well and avoid injuries. In addition, you need to constantly check whether what is taking place is safe and, if not, intervene or stop the activity to make it safe. However, this requires expertise to know what is

safe, what is not safe, and what is required to adjust the technique, skill or movement to make it safe. Where you do not have this level of expertise, you should discuss the issues with colleagues in order to determine what should be done to maintain safe situations in lessons.

f) Improper warm-up and cool-down

One of the main risks in physical and sporting activities is lack of proper warm-up and cool-down. You and learners should not neglect warm-up and cool-down for them to perform well in the main activity. You should ensure that warm-up and cool-down are done properly because they are essential to prevention of injuries and they need to be closely related to the activity. You should engage learners in proper warm-up before the main activity which helps to prepare the muscles which will be mostly used. You should also allow learners to cool-down after the activity which helps to relax the muscles and reduce fatigue.

Safe practice in physical education and sporting activities

You should consider and apply safe practices which are relevant and appropriate when planning and teaching physical education and sport. The need for safety for individuals in various sectors is clearly indicated in “The Malawi Constitution” where the law says “employers must ensure the safety of the people who work for them and all other people involved”. This can also apply that that teachers must look after their learners’ safety

during physical and sporting activities.

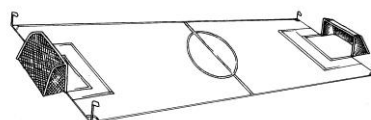
The following are some of the safe practices in physical education and sporting activities which you and learners should adhere to:

a) Use of safe playing fields

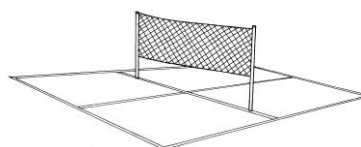
Some landing areas may be risky for high, long and triple jumps.

Apparently, sandpit landing areas are considered to be safe only for low height jumps where the jumper lands on his/her feet. As a teacher, you should ensure safe landing areas for your learners. Events such as high jump, long jump, triple jump and pole vault should have special landing cushions. Other important safe practices include:

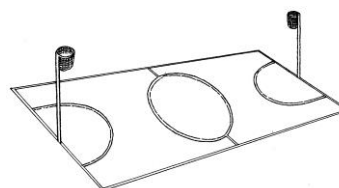
- 1 The surfaces (floors) for physical and sporting activities should be smooth. Debris should be removed and you should make sure that the fields have no pot holes and/or bumps which may cause learners to slide, trip or fall.



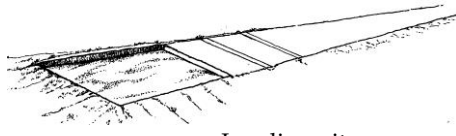
Football pitch



Volleyball court



Basketball court



Landing pit

- 2 For sports like gymnastics, it is advisable to use mats with non-slippery surfaces to absorb impact for landing. In addition, complicated gymnastics movements which are not suitable for learners' age and physical development should not be attempted.
- 3 For athletics field events specifically throwing events, the following guidelines should be followed:
 - Learners should always line-up when throwing implements such as javelin, discus and shot.
 - Learners waiting for their turn to throw the implement should stand behind the drawn line until they are told to take their throwing position.
 - Learners should be well lined up (well spaced) to enable them clearly see the thrower in action
 - You must always check that the predicted sector lines of the playing field and area around it are made clear to learners.
 - Learners must never run after the implement. The implement must be retrieved upon instruction by the teacher and safely taken back to the throwing area.
 - It is advisable that one learner should be allowed to throw the implement at a time.
- 4 For athletics-track events, the best approach for the safety of learners is to suitably prepare them. The learners (athletes) should also attain qualifying standard for the activity or competition. However, the following guidelines will help to reduce injuries in track events:
 - Implements which are not in good condition (cracked, damaged) should not be used.
 - Implements should be stored and kept securely in order to avoid unauthorized use.
 - Javelins should be carried vertically from the store to the playing field. Both ends of the javelin should be covered with blocks of cork or other suitable protective materials.
 - Javelins should never be left stuck in the ground at a dangerous angle
 - A discus with cracks and worn out rims should never be used by learners.
 - Enough space must be created whenever learners are practicing how to throw the implement.
 - Learners should not be allowed to play with a shot whenever they are near others. Losing control of the direction of a heavy shot is easy, hence poses danger to those nearby.
- 4 For athletics-track events, the best approach for the safety of learners is to suitably prepare them. The learners (athletes) should also attain qualifying standard for the activity or competition. However, the following guidelines will help to reduce injuries in track events:
 - Make sure that all racing for one lap or less should run in lanes. This helps to avoid runners bumping into each other.
 - Ensure that for races of more than one lap, runners are well

spaced and the number of runners are limited to avoid bunching or collision.

- For long distances such as cross country, the starting position (point) should be sufficiently wide to accommodate all runners.
- It is advisable that first aid and casualty transport should be provided for long distance runners and at each check point water should be provided.

5 Guidelines for specific ball games are as follows:

Basketball

The game is played on a hard surface. For beginners, it must be played as a non-contact game. Students should also strictly observe the rules of the game especially the non-contact one.

Football (soccer)

Injuries in football cannot be avoided since it is a contact sport. However, safe practices can still be employed to avoid unnecessary injuries. Therefore the referee must keep firm control of the game. The referee should also ensure that bad temper, dangerous play and personal fouls are penalized.

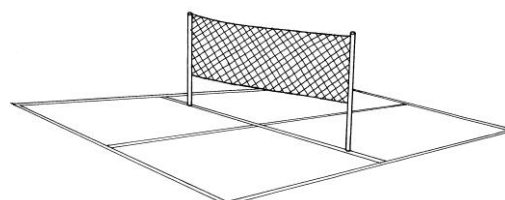
Netball

When playing netball, learners should strictly observe the non-contact rules of the game. This will help to avoid collision which could result into injuries.

Volleyball

To ensure safety in volleyball, you should make sure that the volleyball court is dry and not slippery. Recommended balls should be used

since other balls may cause discomfort. When practicing spike or serve, players should be well spaced out and the ball should be aimed at an empty space of the court. The ball should never be returned to the server under the net, but around the court route.



volleyball court

Field hockey

In a game of field hockey physical contacts cannot be avoided and they pose danger to players. However, safe play can be employed to reduce this danger. As a teacher, you should ensure that the grass on a hockey field is cut to allow the ball to run and not fly so that it does not hit the other player. The goal keeper must always be protected by wearing suitable attire such as adequate pads, kickers, abdominal protection, full helmet and mask. He/she should be discouraged from using the lying down technique to defend penalty kicks.



Hockey player wearing recommended attire

b) Use of warm up and cool down

You should make sure that learners are engaged in warm up before the main activity and also have cool down after the activity. This safe practice is important since it helps to minimize injuries and allow learners to fully participate in the activity with much ease.

c) Avoid risky stretching exercise

The following is a list of some risky stretching exercises:

- When making deep launches to stretch the calves, the knee of the front leg should not extend the foot.
- When doing wheelbarrow in pairs, the lifting learner should hold the other learner above the knee, not at the ankles
- When lifting a stretched learner, the lifting learner should keep the back straight, and lift by stretching the legs.
- When doing curl ups, the learner should bend the knees in order to keep the lower back flat on the ground.
- When rotating the head, it should move from side to side.

d) Use of suitable attire

Learners should always use recommended attire for the sporting activities they are performing at that particular time. For instance, barefoot work is safest in dance and gymnastics as it allows the toes to grip. However, wearing of socks only on a wooden floor causes slipping and this practice is dangerous for any sporting activity.

Remove jewellery - no gum

All learners should remove wristwatches and jewellery like earrings, rings and necklaces when doing physical and sporting activities. Jewellery can pose risk to a learner who is wearing it and others when performing sporting activities.

Set and obey rules

Learners need to know and understand the rules in physical and sporting activities. Rules encourage learners to demonstrate good sportsmanship and help the game to flow with minimum injuries. You should ensure that rules are followed and learners who break them must be cautioned. Learners who break rules should be encouraged to try their best to follow the rules as much as they can.

Good supervision skills

You should always be aware of what learners are doing. You should position yourself in a place where you can see what everyone is doing at all times (back to the edge). Some exercises need absolute concentration, e.g. balancing, stretching, gymnastics, throwing and jumping events in athletics.

Ensure students' health and fitness

Learners who are ill /sick should at all cost not be forced to participate in physical education and sporting activities. To ensure safety, learners must be in good health to participate in physical education and sporting activities. Vigorous sporting activities to ill learners may lead to fainting or even death.

You should also advise learners to drink plenty of water and have a balanced diet. Fluids help to delay fatigue and in case of competitive sporting activities, learners should have their meals two to three hours before physical activity so that the food is digested properly before the event.

Learners with disabilities should be encouraged to participate in activities which are suitable for the degree of their disabilities. However, if they cannot manage to perform the activities you should assign to them some roles such as score recorders or time keepers.

Risks in physical and sporting activities

Activity 1 Exploring safety precautions in physical and sporting activities

Your lecturer will ask you to:

- 1 discuss possible dangerous conditions on playing fields.
- 2 analyze safety precautions in physical and sporting activities
- 3 suggest suitable resources for teaching risks in physical education and sporting activities with classes in each of the following primary school sections:
 - a. infant classes
 - b. junior classes
 - c. senior classes

Tips

You should always adhere to safe measures when teaching risks in physical and sporting activities.

Sources of risk and safe practices in artistic activities

When artistic activities are not carefully done, they can lead to injuries. For instance in;

Singing

Use of wrong pitch when singers are singing can become risky. Every individual has a reasonable range of highness or lowness of voice for comfortable singing. Therefore people with low voices singing very high pitch can strain their vocal cords and this may result into bruises. This can make singing not enjoyable. Music teachers should make sure that when leading young learners to sing, they should avoid making them sing on top of their voices for a long time.

For safe practice it is advisable for those singing for a long time to have bottles of water so that they can be sipping at intervals to soften their vocal chords

Dancing and drama

It must be appreciated that dancing is meant for enjoyment and entertainment. However, as some dances are so vigorous, an individual needs to take careful training to become a capable dancer. Apparently, if the dancer has not done adequate training, he/she is likely to experience muscle pains, cramps and even general body pains. One of the examples of such dances is *vimbuza*, which involve body twisting, some jumps and rolling on the ground.

The safe practices in dancing activity include;

- Having enough training before he/she takes part in a vigorous dancing competition.
- In dances such as *ingoma* and *gulewamkulu* where dancers carry some props, sharp objects such as spears and axes, these objects have to be carefully handled to avoid hurting themselves and spectators nearby.
- The dancing area should be cleared of sharp objects so that dancers who are dancing on bare foot should not be pricked by such objects
- Dancers should ensure that the dancing ground (area) is not bumpy or slippery to avoid injuries.
- Dancers should put on the recommended costume to allow free movement.

Drama is ideal for cross-curricular learning and is a valuable tool for use in many subject areas. In particular, drama develops literacy skills, supporting speaking and listening, extending vocabulary and encouraging pupils to understand and express different points of view. Drama gives learners opportunities to explore, discuss and deal with difficult issues and to express their emotions in a supportive environment. It enables them to explore their own cultural values and those of others, past and present. It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, learners are encouraged to take responsible roles

and make choices to participate in and guide their own learning.

Carving

Carving is one of the artistic activities that are commonly performed by individuals in different communities. This activity involves using sharp objects to produce a wooden or stone item. Carving requires different tools such as adze, knives and hammer. There is need for one carving to handle these tools with care to avoid injuries.

The safe practices on carving include: storing the tools in an appropriate place for safety after use, ensure handling the tools carefully to avoid cutting oneself, avoid cutting closer to where the object being carved is held, when sharpening the tools used for carving, one need to sharpen them away from his/her body so that if they slip off, they should not cause injury. In addition, when sharpening tools on a stone, one should ensure that he/she incline the edge of his/her tool to a stone at an angle of about 15 degrees.



A person carving

Weaving

When weaving, people can use different types of weaving materials. Some of these materials can be dangerous and even poisonous. It is therefore very important that one should know the nature of materials he/she is using for weaving. Some weaving materials can cut or tear off one's body due to their sharp edges such as palm strips if not carefully pulled.

For safe practice, individuals should be very careful when handling materials and tools during weaving activities. This will minimize injuries since most of the weaving materials can be dangerous.

Activity 1 Discussing safety practices in artistic activities

Your lecturer will ask you to:

- 1 identify some topics on artistic activities in the primary school syllabus and discuss how you can avoid risks when working with:
 - a. infant classes
 - b. junior classes
 - c. senior classes
- 2 Practise safe measures in singing and dancing with learners in:
 - a. infant classes
 - b. junior classes
 - c. senior classes
- 3 List important safety measures in artistic activities.
- 4 Establish safety rules and regulations for your expressive arts class. Write them on a chart paper and display this for all to see. Discuss how you will, enforce the rules and regulations in your class.

Tips

- 1 When giving learners artistic activities to perform you should consider their abilities, age and Gender
- 2 Adapt activities suitable for learners with special needs

Using appropriate resources in teaching risks and safe practices in physical, sporting and artistic activities

Teaching and learning resources are very essential when teaching any concept to learners. It is important to use appropriate resources when teaching risks and safe practices in physical, sporting and artistic activities to the learners for them to understand easily and appreciate their use. Locally available resources refer to what is readily available in the school or college environment. As teachers there is no need to rely only on words to make meanings clear, more vivid and interesting. There are so many locally available resources that are appropriate when teaching risks and safe practices in physical, sporting and artistic activities.

Applying appropriate teaching, learning and assessment methods

When teaching risks and safe practices in physical, sporting and artistic activities, teachers need to use appropriate methods for learners including those with special educational needs to learn better and discover their abilities. Use of appropriate teaching methods helps the teacher to achieve the success criteria of the lesson. There are various appropriate learner-centered methods that can be used. The learner-centered

methods give a learner a certain amount of autonomy and freedom to make decisions for a while during the teaching and learning process. Some of these methods include: pair work, group work, work stations, gallery walk, demonstration, practice and many more.

You should vary your teaching, learning and assessment methods to accommodate all learners. In addition, use methods that can enhance learners' participation. This will help them to understand the concept and learn the skill easily.

Observing a lesson on teaching risks and safe practices in physical, sporting and artistic activities

As a teacher, you are a life-long learner and as such, it is important that you learn from experienced fellow teachers or your lecturers. Therefore, you need to observe them in actual teaching in the classroom.

Activity 1 Lesson observation teaching risks and safe practices in physical, sporting and artistic activities

Your lecturer will ask you to:

- observe a lesson on teaching risks and safe practices in sporting and artistic activities
- identify the teaching, learning and assessment methods and resources used in the lesson
- discuss the strengths and challenges in the lesson

Activity 2 Identifying teaching, learning and assessment methods for teaching risks and safe practices in physical, sporting and artistic activities

Your lecturer will ask you to:

- 1 select a variety of teaching, learning and assessment methods
- 2 use the methods during the teaching of physical, sporting and artistic activities

Tips

- 1 Use the methods that are suitable for the level of the class you are teaching.
- 2 Consider the ability of the learners when using your teaching, learning and assessment methods. Learners with disabilities should not be left out

Conducting lessons on risks and safe practices in physical, sporting and artistic activities

You will learn how to conduct lessons on the teaching of risks and safe practices in physical, sporting and artistic activities all sections of the primary school. For effective teaching and learning, it is necessary to plan for the lessons. You will prepare the lessons using appropriate primary instructional materials for infant, junior and senior sections. These may include scheme of work, Expressive arts Teacher's guide and learners' book.

When teaching lessons on the teaching of risks and safe practices in physical, sporting and artistic activities, you

must use appropriate methods and resources. This will enable the learners to achieve the success criteria of the lessons

Activity 1 Conducting Lessons on teaching risks and safe practices in physical, sporting and artistic activities

On your own:

- 1 prepare a lesson on the teaching of risks and safe practices in physical, sporting and artistic activities.
- 2 conduct a lesson on the teaching of risks and safe practices in physical, sporting and artistic activities.
- 3 evaluate the lesson to identify ways that you will improve your teaching of the concept

Tips

- 1 Write a detailed lesson plan following the right order
- 2 Collect and/or prepare all the required and necessary resources in advance

First aid

This is the first treatment and care you give to an injured person before the casualty (an injured person) is placed under the care of a doctor. Injuries occur when strategies or safe practices for reducing risks are not adhered to during physical, sporting and artistic activities. Apparently, first aid should be administered by someone who is trained. It should be given to injured person to:

- save/sustain life
- prevent the condition of injured person from getting worse
- promote recovery of injured person

First aid kit

When giving first aid, you need to use some items which can help you as you administer first aid. A set of these items is known as first aid kit and include the following; bandages, plasters, gauze pad, cotton wool, liniment, ice blocks, hydrogen peroxide, bar of soap, spirit, thermometer, gloves, some drugs, a pair of scissors, blankets and a stretcher. Some items are securely kept in a first aid box except for ice blocks, blankets and a stretcher. You should mark your first aid box with a red cross or label it "First Aid" for easy identification. Your school should establish a red cross club if there is none. A Red Cross club is very important because it helps to impart basic knowledge and skills to learners about how to administer first aid.



A first aid kit.

Principles of first aid

You should know that any sudden illness or serious injury can create a first aid emergency. First aid care is mostly influenced by the nature of the illness or injury. Therefore, it is important to have first aid priorities. When giving first aid, you must follow necessary rules. These rules are also known as principles. The following are some of the first aid principles:

- You must examine the injured person (casualty) carefully from head to toe to identify the injured part.
- You must decide which could be the best way to administer first aid.
- You must deal with the most life threatening situation for instance, severe bleeding, absence of heartbeat, failure to breathe.
- Avoid moving the injured part unnecessarily unless there is a need.
- Avoid any shock
- You must do whatever you can confidently
- Call for a doctor's help if there is a need. When calling for medical help you must give following information
 - i. Your phone number
 - ii. The place where the injured person is
 - iii. The nature of the injury
 - iv. The first aid that is being given or has been given
- You should stay with the injured person until medical help arrives
- If the casualty is vomiting, turn his/her head to one side to prevent choking

- You must loosen the casualty of any tight clothing at the neck and waist.
- You must cover the casualty with cloth/ blanket to keep him/her warm.
- Give the casualty confidence.



A person administering first aid to an injured person

The cardio pulmonary resuscitation (CPR) and the ABC rule

You are required to have knowledge and skills on how to conduct CPR in case your learner develops heart failure or faints in the course of doing physical or sporting activities. The procedure to conduct CPR is guided by the ABC rule as indicated below:

Airway

- Place the casualty flat on his/her back on a hard surface
- Shake the casualty at the shoulders and shout, "Are you ok?"
- If the casualty does not respond, call for an emergency medical system
- Head-tilt/chin-lift:
 - open casualty's airway by tilting his/her head back with one hand while lifting up his/her chin with your other hand

Breathing

- Position your cheek close to the casualty's nose and mouth, looking towards the casualty's chest.
- Look, listen and feel for breathing (5-10seconds)
- If the casualty is not breathing, pinch his/her nose and give two full breaths into his/her mouth.
- If breath cannot go in, reposition head and try again to give breath
- If the casualty is still blocked, perform abdominal thrusts

Circulation

- Check for carotid pulse by feeling it for 5-10 seconds at the side of casualty's neck.
- If there is a pulse but the casualty is not breathing, give rescue breathing at the rate of one breath every 5 seconds or 12 breaths per minute.
- If there is no pulse, conduct chest compression as follows:
 - Place heel of one hand on lower part of casualty's sternum, with your other hand directly on top of the first hand
 - Depress sternum 1.5 to 2.5 cm deep
- Perform 15 compressions to every 2 breaths (rate about 100times per minute)
- Check for return of pulse every minute
- Continue uninterrupted until advanced life support is available

Activity 1 First aid and first aid kit

Your lecturer will ask you to:

- 1 describe the contents of a first aid kit

- 2 role play administering first aid using items of a first aid kit

Tips

- 1 Follow the principles of administering first aid as you role play
- 2 You can also use improvised items such as clean pieces of cloth instead of bandages

Summary

In this topic you have been introduced to teaching of risks and safe practices in physical, sporting and artistic activities. The topic indicates sources of risks and safe practices in physical education, sporting and artistic activities and strategies for reducing risks, appropriate resources and use of resources in physical, sporting and artistic activities and first aid has also been discussed.

Reflection and assessment

- 1 Apart from the fact that safe practices in physical education, sporting and artistic activities help to minimize injuries, discuss two other importance of these safe practices during teaching and learning.
- 2 Having gone through this topic, to what extent do you think the knowledge you have gained about the teaching of risks and safe practices in physical education, sporting and artistic activities would help you to present an expressive arts lesson?
- 3 Discuss the importance of adhering to safe measures when teaching

risks and safe practices in physical, sporting and artistic activities

- 4 Explain how you would present a lesson on risks and safe practices in physical, sporting and artistic activities to:
- infant classes
 - junior classes
 - senior classes

Glossary

Cardiopulmonary Resuscitation (CPR): A process of bringing back breath and maintaining heart beat

Debris: Pieces from something that has been destroyed or pieces of rubbish or unwanted stuff.

Physical activity: An activity that does not need much skill, effort and rules to perform.

Props: Objects used as part of the costume/attire for drama and dance artists.

Risk: A threat of damage, injury, danger, loss, or any other negative incidence that is caused by external or internal vulnerabilities.

Sporting activity: An indoor or outdoor game, competition or activity which requires physical effort and skill and usually performed according to rules.

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TOPIC 4 Teaching physical, sporting and artistic activities

Time 4 hours

Introduction

The teaching of physical, sporting and artistic activities contributes to learning across the National Curriculum. Physical, sporting and artistic activities provide opportunities for learners to develop communication skills through presenting sporting and artistic skills to different audiences.

Learners *improve their own learning and performance* through appraising their own work and recognizing the need for perseverance. During the process they learn how to *work with others* through taking different roles and recognizing and supporting the different contributions of others in groups and group work. They use a range of resources and ICT to compose and perform physical, sporting and artistic activities. When composing and presenting the artistic products and performances to different audiences and indifferent venues they develop *problem-solving skills*. In addition, learners are encouraged to think and act creatively, thus developing critical thinking skills that can be applied in all other areas of learning. More importantly, physical, sporting and artistic activities are considered fundamental components of human culture and behaviour.

This topic introduces you to the teaching of physical, sporting and artistic activities. The topic discusses a variety of physical, sporting and

artistic products, exhibition of different arts products, use of appropriate resources in teaching physical, sporting and artistic activities and application of appropriate teaching, learning and assessment methods. The last part of this topic is on planning and presenting lessons on physical, sporting and artistic activities.

Success criteria

By the end of this topic you must be able to:

- create a variety of physical, sporting and artistic products
- exhibit different art products
- use appropriate resources in teaching physical, sporting and artistic activities
- apply appropriate teaching, learning and assessment methods in teaching physical, sporting and artistic activities
- conduct lessons on physical, sporting and artistic activities.

Creating a variety of physical, sporting and artistic products

Physical, sporting and artistic activities are necessary for human life. These activities provide a rich and engaging environment that develops students' abilities to think, reason and understand the world and its cultures. Through physical, sporting and artistic activities students are given opportunities to respond, perform, and create in the arts. Students also

develop the minds; analytical skills, the ability to solve problems, perseverance and a drive for excellence. In addition, participation in physical, sporting and artistic activities helps students to socialize, learn some skills, find friends and communicate in a fine, healthy way.

Through physical, sporting and artistic activities you will produce sporting products such as wrapped balls, hoops, skipping ropes, improvised javelin and shots. In artistic activities you will learn to weave, make macramé, draw and paint, produce musical instruments, compose, record songs and write plays.

Physical and sporting products

Physical and sporting products are products which are made to be used in physical and sporting activities. These include wrapped balls, skipping ropes, hoops and javelins. The selection of materials for making physical and sporting products needs your knowledge and skill to make careful choices. It is very important to make a selection of materials which can produce durable items. You are expected to use suitable materials which can enable you to produce big or long enough items for the games e.g. wrapped balls, skipping ropes, hoops etc.

Wrapped balls

If the school does not have enough commercial balls. You are encouraged to improvise balls which can be used in ball games such as football, netball and volley ball.

Materials needed for making wrapped balls

The following materials can be used for improvisation of local/wrapped balls

- plastic papers
- dried banana leaves
- rags
- strings

Instructions for the construction of wrapped balls

- scrunch up several papers, dried banana leaves or rags into a ball like shape, then compress to the desired size
- tie around the ball in a crisscross manner until the outside edges of the rags, banana leaves or paper are completely tied up.
- pull the string firmly on visible edges to make the surface even.



Learner making a wrapped ball

Hoops

You and learners can use hoops for arm, waist and leg rotation. Learners can swing their arm, waist or leg to allow the hoop to go round. It is advisable that learners should be given an opportunity to perform hoop games using different sizes of hoops at a time.

Materials needed for making hoops

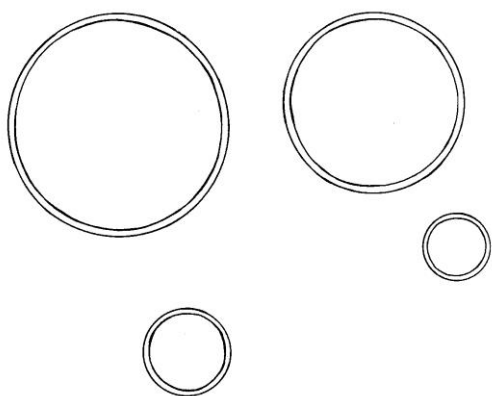
Materials include:

- soft and fresh tree branches
- old bicycle tyres
- hose pipes

- strings
- twine

Instructions for the construction of hoops

- Select soft branches of trees which can be easily formed into a round shape
- Cut the soft branches or hose pipes according to desired size of hoop
- Roll the branch into a round shape
- Then bring both ends of the soft branch or hose pipe together and tie them to produce a round shape (circle hoop)



Hoops of different sizes

Sports and games using hoops

Arm and leg rotation with hoop

In this game, learners swing their arm and leg allowing the hoop to go round. Learners use different sizes of hoops when performing this game.

Jump the hoop

This game is performed like jump a rope except that the hoop is used instead of a rope. The learner holds the hoop on one side with both hands and allows the hoop to pass over the head and under the feet.

Roll the hoop

In this activity learners simply roll the hoop along the ground in a prearranged trail or pathway.

Run through the hoop

For this activity, you should construct very large hoops. Learners run in and out of the circular opening of the hoop while it is rolling.

Exploration with hoops

Learners can spin and throw the hoops and also do other various exercises using them. This gives them an opportunity to explore more activities with the hoops.

Skipping ropes and strings

You will use these sporting products for individual skipping, skipping in pairs, and skipping in groups.

Individual skipping

You start with rope touching the ground behind the back and then jump as the rope passes the feet while turning only your wrists. You can let your learners to skip forward and backward while pointing the rope forward or backward.



An individual skipping

Skipping in pairs

In this activity, you or a learner can jump with a partner at the same time. You should stand in front of your partner and both of you must hold one end of the rope. Rotate the rope and go in the revolving rope one at a time. Both partners can skip forward and backward or run while rotating the rope forward and backward.



Skipping in pairs

Skipping in groups

This type of skipping is locally 'fish-fish'. Two learners are given the responsibility of holding the ends of the rope while the rest jump inside in line with the swinging rope.



Skipping as a group

Materials needed for making skipping ropes and strings

You will need materials such as

- sisal fibre
- tree bark
- animal skin or strips from old tyres
- palm leaves

Instructions for making skipping ropes

The construction of ropes is done through the process of plaiting. The following is the process of plaiting

- you take two strands
- using the second strand, coil one end in the middle of the strand
- twist the right strand in between the other strands, then the left strand in between the other strands to produce a rope.

Javelin

This is one of the sporting products which you and learners can use during field events i.e. javelin throw.

Commercial javelins are very expensive but this cannot stop you from doing the event. You can use improvised javelin. Therefore you should have knowledge and skills of improvising a javelin using local resources

Materials needed for making a javelin

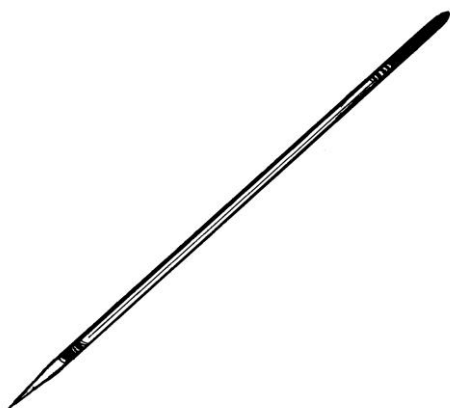
You will need the following materials for improvising a javelin which you and learners can use for throwing events during physical and sporting activities

- select sticks according to the desired size of the javelins you need
- an axe or panga

- sharp adze
- strings
- sand paper

Instructions for the Construction of Javelins

- using an axe or panga cut the sticks into the sizes of the javelins you need.
- With the use of an adze sharpen both ends of the stick
- smoothen the sharp ended sticks with a sand paper.
- cover the middle part of the javelin stick with a string for easy gripping



an improvised javelin

A shot

A shot is a sporting product that is made of solid iron, brass or any metal not softer than brass. It is spherical in shape with smooth surface. In the absence of commercial shots you are required to improvise this sport product which you and learners can use during shot put exercise.

Materials needed for making shots.

- stones with round shape of different weights
- scrapper
- plastic papers
- cello tape

Instructions for making shots

- use a scrapper to remove the edges on the stone to make the surface smooth.
- cover the stone with plastic paper
- stick the plastic paper to the stone with cello tape.

Activity 1: Constructing physical and sporting activities

Your lecturer will ask you to:

- 1 identify local materials which a teacher can use to produce a wrapped ball?
- 2 explain the process of making skipping ropes.
- 3 practise the construction of javelin.
- 4 identify sporting products which can be constructed using local resources?
- 5 discuss sports and games which can require the use of hoops.
- 6 discuss how you would teach construction of physical and sporting products to
 - a. infant classes
 - b. junior classes
 - c. senior classes
- 7 discuss the characteristics of the materials for making physical and sporting products

Tips

- 1 When constructing physical and sporting products, select suitable materials.
- 2 Adhere to safe practices when making various sporting products.
- 3 Consider the level and ability of learners when constructing physical and sporting products

Activity 2 Constructing physical and sporting products

On your own:

- 1 prepare suitable materials for making wrapped balls and hoops with learners
- 2 practice improvisation of wrapped balls and hoops with learners
- 3 create any game that you can perform using the physical and sporting products you have made.

Tips

- 1 Observe safe practices when constructing physical and sporting products.
- 2 Learners with physical disabilities and learning difficulties should participate in the activities which they can do.

Artistic products

There are different ways of making artistic products. Some artistic items can be made through weaving and macramé, while some through moulding, crafting, drawing and painting. Some of the artistic items you can make include baskets, table and door mats, flower vase holders, drawings and drums. Other artistic products are music and plays.

Weaving

Weaving is the interlocking of a strand or strands at a time under and over a set of longer strands which lie on a loom. The longer strands are called “Warps” and the other strands which go under and over across the warps are called “wefts”.

In weaving, a loom is a frame which is formed for strands to be stretched on and other strands go under and over

the loom. It can be made of sticks, wood, paper etc.

You can make different items such as baskets, granaries, mats and nets through weaving. The materials which you can use include bamboos, reeds, paper, sisal, wool and threads.

There are two different types of weaving.

- Check weave
- Twill/twilled weave

Check weave

To create a check weave you should follow a given pattern of:

Row 1: over 1 under 1 over 1 under 1
over 1 under 1- continue

Row 2: under 1 over 1 under 1 over 1
under 1 over 1-continue

After row 2, repeat from row 1 to produce a check weave. You continue this until an item reaches the required size.



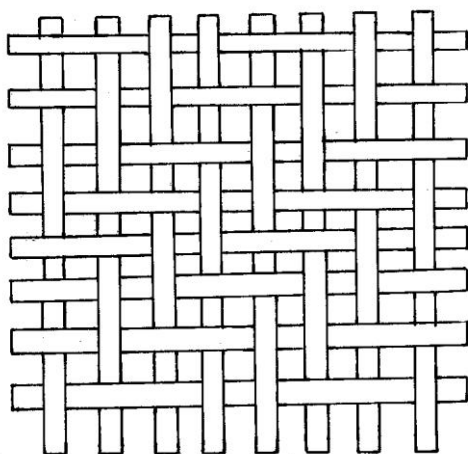
Check weave

Twill/twilled weave

In a twill weave, interlocking of strands has different patterns that are formed by differences in number when going under and over the loom. Apparently, the pattern(s) are easily distinguished by using two colours of strands or more.

To produce a twill weave, you should follow the pattern below:

Row 1: under 1 over 2 under 2 over 2
 under 2 over 2-continue
 Row 2: over 2 under 2 over 2 under 2
 over 2 under 2-continue
 Row 3: over 1 under 2 over 2 under 2
 over 2 under 2-continue
 Row 4: under 2 over 2 under 2 over 2
 under 2 over 2-continue
 Then after row 4, you should begin
 again from row 1.



Twill weave

Twill patterns are many, so you can produce different patterns through your creativity and imagination.

Making a loom

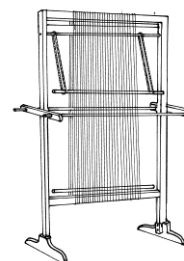
In weaving, the common materials where a loom can be made from include, paper or card, sticks, wood, planks and wires.

Paper or card loom

When making a paper loom you should choose soft and card papers because they are easy to use. They are also foldable and not difficult to cut. To produce a paper loom, you should follow the steps below:

- lay your plain paper on a flat surface

- draw several dotted vertical lines on it without reaching the edges of the paper
- fold your paper or card in half
- cut the paper following the dotted lines
- open out the card to show your loom.

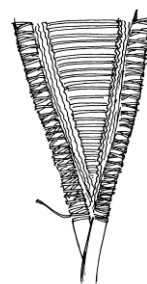


A loom

Stick loom

Sticks can be used to produce a loom. There are two common ways of using sticks to produce a loom. The first one is to make a loom using four sticks and put nails on two opposite sides. The other one is to use Y shaped sticks. When making a loom using Y shaped sticks you should follow the steps below:

- find four sticks with Y shapes
- insert them to the ground in a rectangular shape
- put a stick (a cross bar) from one pole to another on the width sides
- tie with strings from one cross bar to another across the length inside the rectangular shape



Stick loom on Y shaped sticks

Wood loom

You can also make a loom from wood. You should carefully choose suitable wood that can produce a good loom. One way of making loom using wood is as follows:

- find a rectangular flat board
- insert nails on both widths of the board
- wind strings through the nails from one nail to another on the opposite width that lies on similar position

Other looms

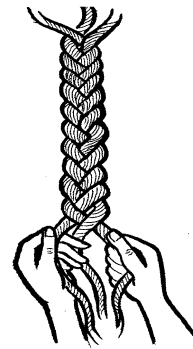
There are many other ways of making looms for weaving. You can invent your own loom by using your imagination to design a loom. The same materials used to make the looms discussed above can be used to produce your own designed looms.

Plaiting

Plaiting is the art of twisting or interlocking three or more (fibre) strands into ropes. The items which can be produced include; table mats, door mats, braids, seating mats and ropes for tying goats. These items can be made by using the materials such as sisal, fibre wool, mesh, palm leaves and pieces of cloth.

Procedure for plaiting

- Take two strands
- Use the second strand to coil one of its ends in the middle of the first strand to create a third strand.
- Start plaiting by bringing strand 3 over strand 2.
- Then strand 1 over strand 2 and continue the process.

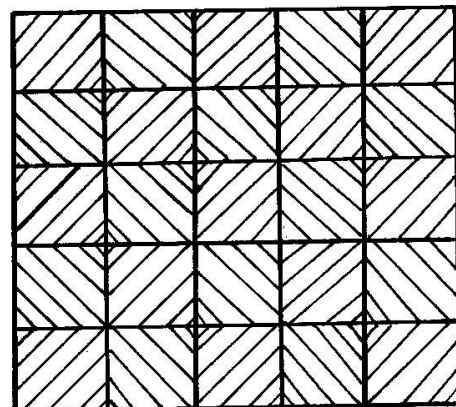


Plaiting, plaited hair with one, one braids, line plaits

Plaiting a diagonal strip

A diagonal strip is another artistic piece produced through plaiting. It can be plaited by following this procedure:

- Take two strips of banana leaf, palm leaf or paper and bend one strip then slot a second strip in the bend as shown below:



Draw a diagonal strip

Then bend the strips in the following order:

- Bend 4 over 3 parallel to 2
- Bend 1 under 2, over 4 and parallel to 3
- Bend 3 over 1 parallel to 4
- Bend 2 under 4 and over 3
- Bend 4 under 3 and over 1
- Bend 2 over 4 and parallel to 1
- Bend 3 under 1 and over 2

Continue with the process until you have produced the desired length of your artistic item

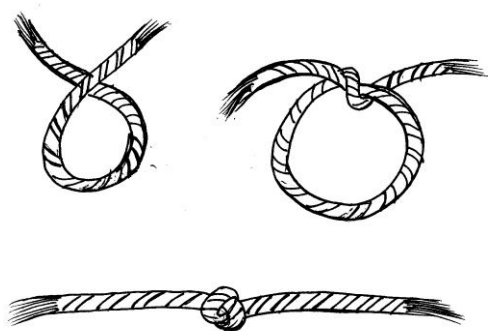
Macramé

Macramé is the art of knotting (tying strings or fibres) to produce decorative and functional articles. The word macramé comes from the French word meaning “playing with knots”.

There are thousands different types of knots in macramé and the two basic knots are:

- Half knot (half hitch)
- Flat knot (reef knot or weaver’s knot)

Using the macramé knots you can produce belts, book bags, flower vase holders and wall hangings.



macramé knots

Beginners in tying macramé knots should use thick strings which are easy to handle. When you are making an item that requires several strings, the first knots should be secured on a stick, a thick rope or a strong wire.

Making musical instruments

There are many local musical instruments which are produced by using local resources from the environment. You will learn how to make musical instruments such as badza, string bass and rasps.

However, other local musical

instruments include; woodblocks, maracas (maseche), banjo, xylophones and drums. These instruments can be used to accompany songs and dances. You can learn the technology aspect of the tools and techniques used in metalwork and woodwork because they apply to the production of musical instrument.

Badza



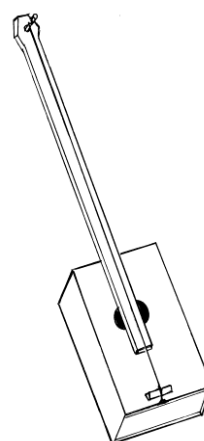
Badza

Procedure for making badza:

- Collect a barged gourd with a long tail from the environment
- Make three holes: one at the end of the barged part, one at the end of a tail and another one near the end of the tail part.
- Cover the hole at the end of the tail part with a membrane from a spider web or plastic paper

You can play the instrument (badza) by blowing through the middle hole

String bass

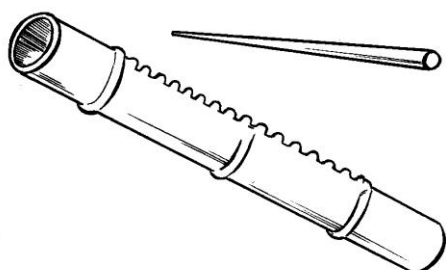


String bass

Procedure for making a string bass:

- Make a wooden box with one end open
- Make a hole on the opposite side of the opening
- Plait a string from sisal fiber
- Tie the end of the string to a stick
- Insert the string through the small opening and tie it to a small piece of stick inside the box

Rasps (Nkhwendo)

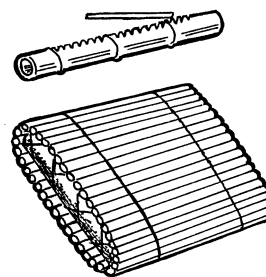


Rasps

Procedure for making rasps:

- Cut a piece of a big and small bamboo
- Using a knife, make notches on a big bamboo according to the construction principle, e.g. bottom, middle and top
- Make a piece of a small bamboo for scrapping across the notches to produce sound

You need to know some other local musical instruments as illustrated below



Local musical instruments

Classification of local musical instruments

These local musical instruments can be classified into three main groups which are; body percussion, tuned and untuned. You will identify the musical instruments and categorize them according to their groups

Body percussion

This is the art of using some body parts to produce sound which can accompany a dance or a song. 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 pallet (roof of the mouth)

Tuned instruments

These are melodic instruments which produce several pitches to create a tune. Example are; xylophones (mangolongondo) and banjo.

Untuned instruments

These are rhythmic instruments which produce one type of sound and cannot easily produce a tune or melody. Examples are; woodblocks, rasps, maracas, badza and drums.

Artistic Products

Activities

Activity 1 Identifying artistic products

Your lecturer will ask you to:

- 1 identify artistic items that are commonly used in your community?
- 2 analyse the importance of teaching learners production of artistic items
- 3 explain how you would make badza
- 4 discuss classification of local musical instruments
- 5 research on artistic items produced in Malawi.

Tip

Come up with artistic items that are produced in Malawian communities and not only in your community.

Activity 2 Producing artistic products

Your lecturer will ask you to:

- 1 produce macramé items
- 2 plait a rope and make door and table mats. Use strands of different colours to add beauty to the items.

- 3 discuss types of looms for weaving.
- 4 produce a card loom

Tips

- 1 Adhere to safe practices when making items
- 2 Use resources which are not harmful
- 3 Follow the procedure in order to produce nice item

Exhibiting artistic products

When you have made your different artistic items, it is important that you show them to people in your community. Most people take pleasure in looking at pieces of artworks and value their beauty. You will exhibit all your artistic items at the venue of your choice.

An exhibit is a display of the artistic products that you have made. There are many ways of exhibiting your artistic items. These include; table display, wall display, line display and sheet display on the ground. A successful exhibition goes through several stages or processes which include:

Planning

Planning is very important in every aspect of life. Planning for exhibition involves preparation of the venue and the exact place for the exhibition. Cleaning the venue and display surfaces such as tables, walls and boards are considered as part of planning. At this stage, you should ask yourself the following questions:

- Where should I hold the exhibition?
- For how long will the exhibition last?

- What is my target audience for this exhibition?
- What type of displays will I need for this exhibition?

Selection

The selection phase is very important for the exhibition of your artistic items. You will identify items to be included in the exhibition and the categories the items will be placed. Your knowledge of produced items and how to categorize them will guide you on how the exhibition should be carried.

For a good selection of items, you should ask yourself questions like:

- What kind of products will be displayed?
- How many products will be displayed?

Displaying

Displaying of the produced items must be done neatly and creatively for people to appreciate your artwork. You should learn to display your artistic items for a competition or in preparation for marketing the items. You can make your display to look attractive and interesting by having a good background which could be made of cloth or paper. For an effective display of your artistic items, ask yourself the following questions:

- How will I organize the display?
- What display methods will I use?
- What kind of background will I need?

You may also think of other guiding questions which may assist you during this stage.

Activity 1: Exhibiting art products

Your lecturer will ask you to

- 1 explain the importance of exhibiting your produced items?
- 2 explain why you should consider planning, selection of items and display of items for an exhibition?
- 3 explain how you would identify items to be included in the exhibition?
- 4 discuss how you can make your display attractive?

Activity 2 Preparing for exhibition

On your own:

- 1 identify the venue for the proposed exhibition
- 2 identify the theme of your exhibition
- 3 display your items to make the exhibition attractive
- 4 explain to onlookers what your exhibition is all about

Tips

- 1 Handle your artistic items with care more especially those that can easily break
- 2 Do not allow learners to carry tables or boards which are very heavy to avoid injuries.

Marketing the artistic products

Marketing refers to the selling of the artistic products during exhibition. The products you have made need to be sold for you and your learners to generate income. You should produce good art products that people in your community can easily buy. For successful marketing of your items consider the following:

Cost

Sell your items at reasonable or affordable prices to the people in your community. You should also note that items which are very expensive take a very long time to sell.

Advertising

Advertising is an important aspect of marketing. People get to know the art products which are on sale. Buyers are informed of the day, date and time for the sale and this makes you sell your products fast. Advertisement of your products should be made in good time to allow interested people plan properly on buying the products.

Selling the products

There are several artistic products on the market. As you plan and make products with learners challenge them to produce items that are unique. The unique aspects of the products will increase the selling value of the product on the market. The items you will sell should also have a well calculated maximum and minimum price. You should set the maximum price for each item as your starting price. Then as buyers negotiate, you can go down to your minimum price.



A market with people buying and selling artistic products

Activity 1 Marketing artistic products

Your lecturer will ask you to:

- 1 attach price labels to the produced items for sale
- 2 mock market the items

Tips

- 1 Choose a convenient place where you can mock market your items
- 2 Select learners who will act as buyers and bargain for the price of the items

Use of Appropriate Resources in Teaching Physical, Sporting and Artistic Activities

When teaching physical, sporting and artistic activities, it is very important that you use appropriate resources. These should be user friendly and they must have been collected from the environment. The advantage of using such resources is that they are cheap and easy to find unlike commercial resources.

This will help learners to have hands on experience in the use of the resources in the course of learning. You should also consider learners with disabilities on the use of resources for your teaching.

Activity 1 Using appropriate resources in the teaching of physical, sporting and artistic activities

Your lecturer will ask you to:

- 1 identify different resources that can be used in teaching sporting and artistic activities.

- 2 list down the different resources that have so far been identified in the topic for teaching:
 - a. physical and sporting games
 - b. artistic activities
- 3 discuss the importance of using appropriate resources in the teaching of physical, sporting and artistic activities.
- 4 discuss criteria for selection of appropriate resources for teaching physical, sporting and artistic activities in:
 - a. infant classes
 - b. junior classes
 - c. senior classes

Tips

- 1 Encourage student teachers to review what they have learnt in this topic in order to answer question 1.
- 2 Keep your resources at a safe place after the lesson for future use.
- 3 Display your resources in the classroom or in at a resource centre after using them in your lesson.

Teaching, Learning and assessment methods for teaching physical and artistic activities

Physical and artistic activities are best learnt in a participatory and hands on method. Students should be engaged in doing and making activities that build their confidence and creativity. They should also be encouraged to reflect and think about what they are doing rather than just replicate mechanically. This will help them to understand the concept and learn the skill easily. You should also vary your

teaching, learning and assessment methods to accommodate all learners.

Some of these methods include; pair work, group work, work stations, gallery walk, demonstration, practice and many more. It is also important for you to understand the teaching methods you are using especially, its strengths and weaknesses and guidelines so that you improve your teaching.

Activity 1 Discussing how to use jig-saw methods

Your lecturer will ask you to:

- 1 discuss how you can use jig-saw method to encourage students in your class learn and share skills in making an artistic product
- 2 identify and develop suitable games and/or physical activities that you can use with
 - a. infant classes
 - b. junior classes
 - c. senior classes
- 3 explain how you can use assessment methods in physical and sporting activities to encourage learning and mastery of the activities

Tips

Consider the abilities of the learners when using teaching, learning and assessment methods. Learner with disabilities should not be left out.

Micro-teaching on physical, sporting and artistic activities

You will be required to conduct lessons on the teaching of physical, sporting and artistic activities. When conducting lessons, you should

observe best teaching practices which are appropriate to the lesson.

Activity 1 Conducting lessons

Your lecturer will ask you to:

- 1 prepare two lesson plans: one on the teaching of physical and sporting activities; the other on artistic activities.
- 2 discuss the similarities and differences between the two lesson plans
- 3 In groups, take turns to teach the lesson that was prepared focusing on the different sections of the primary school (infant, junior and senior classes)
- 4 explain points to consider when teaching physical and artistic activities to:
 - a. Infant classes
 - b. Senior classes.
- 5 choose methods that you can use to assess learning of each of the following lessons:

	Lesson involving a ball game	Lesson involving making a musical instrument
Infant class		
Junior class		
Senior class		

Discuss your results in classes

Tip
Write a detailed lesson plan based on the outline learnt in education foundations

Summary

In this topic you have been introduced to the teaching of physical, sporting and artistic activities. These activities provide a rich and engaging environment that develops your abilities to think, reason and understand the world and its cultures. You and primary school learners can develop the mind that last a lifetime, analytical skills, ability to solve problems, perseverance and a drive for excellence. Knowledge and skill in making physical, sporting and artistic products can help you and primary school learners to produce teaching, learning and assessment resources using local materials. This will enhance the teaching and learning in school. Therefore you and primary school learners should be encouraged to make various items using local resources.

Reflection and assessment

- 1 What possible problems would happen with the physical, sporting and artistic items you have made in your class? How would you solve those problems?
- 2 What is the procedure for making a wrapped ball?
- 3 What materials are needed for plaiting?
- 4 To which class of musical instrument does mbalule belong?
- 5 Discuss any challenges you encountered when teaching physical, sporting and artistic activities. Where possible, suggest solutions to the challenges you faced.

- 6 Physical, sporting and creative activities can be used to enhance the learning of other subjects in the curriculum. Think of ways that you can use what you have learnt in this topic as methodology for teaching content in other subjects.

Glossary

- Exhibition:* showing or displaying items for sale
- Loom:* a frame or machine used for weaving
- Macramé:* the tying of knots on strings to produce different artistic items
- Warp:* a strand that runs along the length of a loom when weaving
- Weft:* a strand that runs along the width of a loom when weaving going under and over warps

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TOPIC 5

Teaching self-reliance through sport and art

Time: 4 hours

Introduction

Self-reliance is the ability to depend on your own skills to get things done and to meet your needs. To be self-reliant one uses the inherent abilities and skills to care for him/herself and find solutions to his own problems. Self-reliance is important for everyone. As you become self-reliant, you are also able to serve and care for others in your family and community.

Sports can be a good career option for the children. Sportsmen and women of the world get a lot of money through prize money, sponsorship and government grants. Sports teaches a range of physical and mental values and social interaction which can be used to inspire future generations. By turning sports into a profession, people can access and effectively communicate important values attached to it. Principles like mental strength, the importance of fitness and working together as a team are important for any young person no matter what background. As such promotion of sports as a career is a positive idea for children to be self-reliant. Teachers and sports coaches should encourage learners to take up sport as a career option. Apparently, in Malawi, sports which was traditionally considered a hobby is now being taken seriously as a career option. With the country's medal performance in netball, schools

and colleges are also encouraging sports among students.

Art has also become a popular career in Malawi and outside the country. Many artists are earning a living through composing songs, performing plays (theatre) drawing cartoons and painting pictures. Teachers must encourage learners to seriously participate in different artistic activities and those identified as talented with art skills should be motivated to take art as a career.

This topic introduces the student teacher to the teaching of self-reliance through sport and art. The topic discusses skills for professional sporting careers, producing artworks for public performance identifying appropriate resources in teaching self-reliance through sport and art using appropriate teaching, learning and assessment methods in teaching self-reliance through sport and art and conducting lessons on self-reliance through sport and art.

Success criteria

Student teachers must be able to:

- develop skills for professional sporting careers
- produce artworks for public performance
- identify appropriate resources in teaching self-reliance through sport and art

- use appropriate teaching, learning and assessment methods in teaching self-reliance through sport and art
- conduct lessons on self-reliance through sport and art

Skills for professional sporting careers

There is a large range of careers in sports and prospects are increasing as more people play and watch sport. You and your learners can become professionals in sports. Females are also moving into male dominated sports. However, professionals in any sport, need to develop skills for that particular sport. Skill development for making sport a career requires one's dedication, commitment, continuous practice, knowledge of rules and regulations for the preferred sport.

Dedication and commitment towards sport.

Sport is not just about talent or skill, it is also about hard work, perseverance and focus which are equally necessary for one to succeed in this field.

Learners who are interested in sport should show a significant level of dedication. They should also work very hard to achieve athletic performance as athletes (sports person), become professional coaches, umpires and referees among others.

Knowledge of rules and regulations

Learners who wish to take sport as a career should have knowledge of rules and regulations of different games. This is very important because they can perform well in their preferred

sport. Learners should also be well aware of the sporting events and various sport career option available.

Continuous practice

If you and your learners want to become professional athletes, then you should practice the skills now and then until you master them.

Careers in the field of sports.

You and learners should know that the field of sport is wide ranging and there are numerous careers available which include;

Sportsperson

Everyone looking for a career in sport aims at becoming a professional athlete. A sports person is the best part of his sport as he is the one playing in the field, working towards victory by himself or with teammates depending on the kind of sport. Any sports person need to be excellent at his game, dedicated towards it and always open to learn new skills and develop on them.

Coach

Teacher and learners should know that apart from being a player in the team, the next best thing is to be a coach so as to train the entire team and realize their potential in the best way possible. It is also important for the coach to identify the strengths and weaknesses of the team members and help them to work in coherence with each other.

In addition, a coach helps individuals and teams to learn the skills and rules of their sport and to improve their performance through training. However, coaches in amateur sports

clubs are mostly not paid while those who work in schools, colleges and professional sports clubs receive a salary. Coaches progress in their career through certification and experience. For example, a coach can progress from club to regional level all the way up to national level, working ultimately with international athletes.

Team manager

A team manager looks after the business related matters of the team he belongs to. He manages the travel plans of the team of players to different places. He also takes care of finance and books various games that the team will be playing during the season.

Facility managers

They take care of sports facilities for colleges, sports clubs and the community. They coordinate all business and financial activities, recruit and manage staff, provide essential equipment, organize events and ensure that the facilities meet the needs of the users.

Umpire/referee

The one regulating and executing the rules of the game while the match is on and his decision is considered to be final and correct. Every sport has its own set of rules which have to be followed in the course of playing the sport.

Sports journalists/sports writers

This career option is for one who has a flair for writing or journalism and at the same time has an intense liking for sport. He has to develop a role for himself in the world of sport and

manage all the reporting in that field. He must be able to convey factual information in regards to sport and also put a slant on things that may make his content unique. In addition, people with detailed knowledge of sport can follow careers in the press, in radio and television and in digital media. They work as staff or as freelance journalists, covering events or writing profiles of sports personalities in newspapers and magazines where they have sports sections.

Sports photographer

People with interest in photography as well as sport can choose a career as a professional sports photographer. A Sports photographer covers the action at sports events, supplying shots for publication in newspapers, magazines or sports websites. Sports photographers typically work freelance, receiving payments for an assignment or for any shots that are published.

Physical education teacher

A physical education teacher is responsible for planning and teaching fitness and sports skills in schools. They aim to encourage healthy eating and exercise habits and ensure the active participation of students in physical education. Physical Education teachers familiarize learners with PE equipment and teach basic skills on the sports field, swimming pool and gymnasium. PE teachers may organize team games in school time and also arrange competition with other schools.



A referee

There are many sport and games that help individuals earn a living. You can classify these sports and games into:

Ball games

These are sporting activities that use balls when playing them. Some of the common examples in Malawi include: football, basketball, netball, handball, volleyball and rugby.

Athletics

These are physical activities made up of several separate events based on the natural movement of running, jumping and throwing. There are comprised of two events namely; track events and field events

Track events

These are running events which include; sprints, middle distance, long middle distance, hurdles, steeple chase, long distance, marathon, race walking and relay races.

Field events

They are in two groups and of four events in each group. The groups are jumps and throws. Jumps include high jump, long jump, triple jump and pole vault while throws include javelin, discus, shot put and hammer

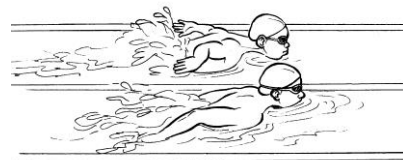
Racket games

These games include; lawn tennis, table tennis, squash and badminton. These games are considered minor games in Malawi because they are not popular and very few individuals play them. However, teachers should encourage learners to play these games to develop their talents.

Other sporting activities that learners can take as a career include; swimming, golf, hockey, pool, cricket, baseball etc.



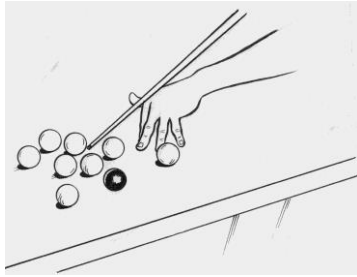
Golf



Swimming



Cricket



Pool

Professional sporting careers

Activities

Activity 1 Discussing professional sporting careers

Your lecturer will ask you to:

- 1 identify professional sporting careers
- 2 engage yourself in various sporting activities
- 3 research on what is involved in becoming a professional in sporting careers

Tips

- 1 Do some warm up before and cool down activities after engaging in sporting activities
- 2 Wear sports attire when doing sporting activities

Activity 2 Performing ball activities

Your lecturer will ask you to:

- 1 perform any three ball games you can play using your hands
- 2 state the difference between a football coach and a football referee?
- 3 practice some of the sports careers

Producing artworks for public performance

Art is an important and universal component of human expression and is as old as human civilization.

Artworks allow teachers and learners

to question, explore, investigate, think, create, analyse, judge, invent, appreciate, feel, imagine, enjoy, solve, reach consensus, evaluate, reflect, communicate, apply information and cooperate. Teachers should create an environment that is positive and safe, and provides opportunities for the development of these abilities.

Plays

People perform plays for various reasons and some of them are for entertainment, pass on messages and as source of income. Playwrights (people who write plays) should have knowledge and skills in storytelling for them to write plays effectively. Plays are usually in form of stories which are told using voice and body movements. Precisely, play writing is the art of writing plays for stage acting. You should consider the following to have successful plays:

- Write plays in a storytelling manner. Plays should have a beginning, climax and end.
- Look for actors and actresses who can perform to their best. Check on each actor's strengths and weaknesses
- Make sure that actors/actresses are part and parcel of the play. They must be involved in the process of play writing.
- Stage directions for the play must be clearly written.

Stage acting as a profession

When you want to become a professional playwright (theatre person), it is advisable that you should also train as an actor/actress. The reason being that, an actor/actress is a

playwright's most important tool since what the audience watch is the performance of the actor/actress and not the script (written play).

Dramatic characteristics

When you write the play make sure you follow the storytelling approach, whereby you should have the beginning, then the middle and the end of the story.

Developing interest in a dialogue

A dialogue is an important aspect in a play because it drives the play.

Teacher and learners must learn a dialogue both by acting and listening to the tempo of human speech and the rhythm of spoken speech. You should also learn the stage dialogue for it is much more efficient in dramatic terms than in real speech.

Workshop the script

You should turn actors/actresses into active collaborators, always keep on testing your plays and see how they develop. You will need to have good networking skills so that other playwrights can help you to produce good plays for public performance. Play writing is collaborative in nature therefore you cannot write plays in a vacuum hence networking with other becomes vital.

Stage directions

The play director is the one who does this work. The playwright simply writes stage directions that are necessary for dramatic performance. The director does the rest of the work with actors and actresses who add personal gestures to strengthen the script descriptions.

Composing songs

In Malawi many music artists earn a living through composing songs and performing them in public either here in the country or outside the country.

Composing songs is a common experience in Malawi. People compose songs for various occasions such as weddings. You should also note that songs have different themes which include that of love, advice, politics, religion and everyday challenges.

Therefore, when you compose songs you should develop them under a specific theme(s). Some reasons why people develop and sing songs are to:

- Express feeling: the feelings could be that of the artist him/herself or of the society
- Pass on messages: musicians sing about different issues such as HIV/AIDS, gender violence, child abuse and girl child education
- Earn a living: musicians sell their products such as CDs and DVDs. They also stage live performances and they can also be hired to perform at different occasions and are paid for all their services.

When you have been inspired to compose your songs, consider the following guidelines:

- Ask yourself questions like:
 - what message do I want to convey?
 - what is my target audience? Is it the youth, children or adults?
 - how do I plan to convey the message to the targeted audience? Is it in a joyful or sad mood?

- what type of musical instrument can I use?
- You should think of the type of a tune your song would like to have
- Put words that fit the tune you have developed
- Think of the musical instruments that would accompany your song

After you have composed your song ask others to listen to it and give you feedback. This would help you to improve on your song. Then you can record your song on a cassette or CD in a quiet room where there is no noise or echoes.

Drawing cartoons and painting pictures

There are many upcoming artists who draw cartoons and paint pictures. Cartoons are drawn in a funny way based on different issues or situations in a society. You can find cartoons in newspapers, magazines and books. You can draw cartoons if you are creative and imaginative. You should note that almost every newspaper has space for cartoons or artwork of some sort.

There are many beautiful pictures drawn or painted by artists in Malawi and also outside the country depicting various scenes. Many people who have the skills of drawing and painting earn a living through this form of art.

Art works for public performance

Activity 1 Producing artworks for public performance

Your lecturer will ask you to:

- 1 give examples of plays you have watched or listened to

- 2 discuss factors you have to consider when writing plays for public performance
- 3 write a simple play for public performance
- 4 compose a song on emerging issues in the country?
- 5 draw cartoons/pictures depicting different things found in the society
- 6 produce a painting of your choice
- 7 sing at the school assembly

Tip

Involve all learners including those with special needs to fully participate in the activities

Identifying appropriate resources for teaching self-reliance through sport and art

When teaching self-reliance through sport and art, it is very important that you use appropriate resources such as pictures of professional athletes, referees and coaches. You should select resources that can help learners to understand the concepts easily. In your selection of resources consider learners with disabilities, real objects are suitable for learners with visual impairment because they can touch and easily comprehend.

You should be able to use suitable resources for teaching self-reliance through sport and art in:

- a. infant classes
- b. junior classes
- c. senior classes

This will help learners to have hands on experience in the use of the resources in the course of learning.

Resources for teaching self-reliance through sport and art

Activity 1 Identifying appropriate resources in teaching self-reliance through sport and art

Your lecturer will ask you to:

- 1 discuss the importance of using appropriate resources in teaching self-reliance through sport and art
- 2 brainstorm suitable resources for teaching self-reliance through sport and art.
- 3 select appropriate resources for teaching self-reliance through sports and art in:
 - a. infant classes
 - b. junior classes
 - c. senior classes

Tips

- 1 Keep your resources at a safe place after the lesson for future use.
- 2 Display your resources in the classroom or at a resource centre after using them in your lesson.

Use of appropriate teaching, learning and assessment methods in teaching self-reliance through sport and art

The use of appropriate teaching, learning and assessment methods enables you to effectively teach your learner. You should vary your teaching methods so that every learner has an opportunity to participate in the lesson. You should also consider learners with disabilities when selecting your teaching methods.

Appropriate teaching, learning and assessment methods

Activity 1 Discussing teaching, learning and assessment methods

Your lecturer will ask you to:

- 1 identify the methods that can be used to build self-reliance
- 2 discuss suitable teaching, learning and assessment methods for teaching self-reliance through sport and art in:
 - infant classes
 - junior classes
 - senior classes
- 3 select teaching, learning and assessment methods suitable for teaching self-reliance through sport and art in infant, junior and senior classes

Tips

- 1 Use the methods that are suitable for the level of the class you are teaching.
- 2 Consider the ability of the learners when using your teaching, learning and assessment methods.
- 3 Use teaching methods that can facilitate learning for learners with disabilities, for example learners with visual impairment.

Conducting a lesson on teaching self-reliance through sport and art.

You will be required to conduct a lesson on the teaching of physical, sporting and artistic activities. When conducting lessons, you should observe best teaching practices which are appropriate to the lesson. You should also consider learners with

disabilities to fully participate in the lesson.

Activity 1 Conducting lessons on teaching self-reliance through sport and art.

Your lecturer will ask you to:

- 1 prepare a lesson on teaching self-reliance through sport and art.
- 2 conduct a lesson on teaching self-reliance through sport and art.
- 3 evaluate the lesson

Tips

- 1 Write a detailed lesson plan following the right order
- 2 Collect and/or select all the required and necessary resources in advance

Summary

In this topic you have been introduced to teaching self-reliance through sports and art. When you are self-reliant, you can depend on your own skills to support yourself and help others in your family and community. There are more opportunities these days for people to become self-reliant through sports and art. You and your primary school learners can develop the talents and skills you have and become professionals in sport and art.

Reflection and assessment

- 1 How can you overcome the challenges from family and friends so that you develop your sporting career?
- 2 Discuss the significance of taking sport and art as career options.
- 3 Explain how knowledge of rules and regulations of the game assist in sports career development

- 4 Discuss local sports and art professionals.
- 5 Brainstorm suitable resources for teaching self-reliance through sport and art
- 6 Discuss how you could write plays for public performance
- 7 Explain the stages involved in performing plays
- 8 Compose songs for your expressive arts lesson.
- 9 Explain how you would present a lesson on teaching self-reliance through sports and art to:
 - infant classes
 - junior classes
 - senior classes

Glossary

<i>Athletics:</i>	activities that involve running, jumping and throwing
<i>Cartoon:</i>	a drawing that is funny presenting issues happening in the society
<i>Compose:</i>	to create a piece of music, poem, etc
<i>Paintings:</i>	items drawn or made and decorated with paint
<i>Umpire:</i>	an official who ensures that rules of the game are followed

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TOPIC 6

Teaching of production of artistic costumes

Time: 4 hours

Introduction

Costumes are very important in artistic activities. People use different costumes in different occasions. In this topic, you will learn about different costumes for different artistic activities, producing costumes, appropriate resources and methods in teaching production of artistic costumes. This knowledge will help you how to teach your learners to produce artistic costumes that will help them to become self-reliant

Success criteria

Students must be able to:

- identify costumes for different artistic activities
- produce costumes
- identify appropriate resources in teaching production of artistic costumes
- use appropriate teaching, learning and assessment methods for teaching production of artistic costumes
- conduct lessons on production of artistic costumes

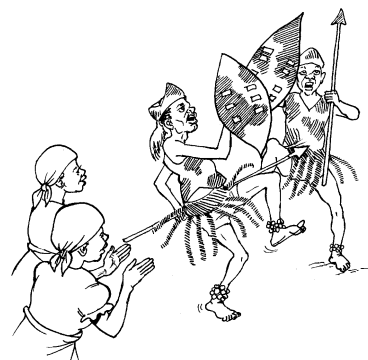
Identifying costumes for different artistic activities

Malawi is very rich in culture. There are several cultural artistic performances such as traditional dances and songs. These cultural heritages have special specific costumes that are used when performing them. Costumes are special clothes worn when performing

artistic activities. These activities may include traditional dances and drama. In Malawi, some of the traditional dances where special costumes are worn are *Ingoma*, *beni*, *masewe*, *tchopa*, *vimbuza*, *gulewamkulu*, *chioda* and *mwinoghe*.

Costumes are important because they:

- make the performance more attractive and enjoyable
- add meaning to the performance
- give identity to artists
- can be source of income



Ngoma dancers in appropriate costume

Costumes in some cases can be difficult to improvise, therefore there is need for you to have knowledge on how to teach production of artistic costumes so that your learners are able to produce various costumes for different artistic activities and appreciate the use of costumes in different artistic activities.

There are different traditional dances that are performed in different parts of Malawi. It is important for you and your learners to know the type of

costumes to be used. Take note of some dances, their tribe and costume

used from the table below:

Table showing traditional dances in various parts of Malawi and their costumes

Traditional dance	Tribe	District	Costumes
Vimbuza	Tumbuka	Kasungu (north), Mzimba, Rumphi	Skirt (grass or animal skin) head gear (feathers), chest band, flying whisk, jingles
Malipenga	Tumbuka, Tonga	Nkhatabay, Karonga, Nkhotakota (parts)	White shirts. Shorts, socks, necktie, handkerchief
Ngoma	Ngoni	Ntcheu, Dedza	Skirts (animal skin) head gear, arm bands, jingles
Chimtali	Chewa	Lilongwe, Kasungu, Dedza, Ntchisi, Dowa, Salima,	Chilundu and duku
Tchopa	Lhomwe	Thyolo, Phalombe, Chiradzulo, Mulanje	Skirts (grass, animal skins) jingles, headgear
Beni	Yao	Zomba, Mangochi, Machinga, Salima	Caps and military uniform

Activities

Activity 1 Describing costumes used in artistic activities

Your lecturer will ask you to:

- 1 organise yourselves in groups and brainstorm different artistic activities done in your home area which use costumes
- 2 describe the costumes that are used in various traditional dances that are performed in all the three regions of Malawi that you know
- 3 research on artistic costumes and make a collection of pictures of different artistic costumes both from Malawi and outside.

Activity 2 Discussing costumes for artistic activities

On your own ask the learners to:

- 1 identify the costumes for different artistic activities within their locality
- 2 brainstorm different artistic costumes used on various artistic activities in their surrounding
- 3 list types of traditional dances performed within their locality as well as outside and describe the costumes used when performing these dances

Tips

- 1 Use appropriate teaching, learning and assessment resources and methods to prepare the lessons for the learners
- 2 Involve all learners and adapt the activities to suit learners with special educational needs.

Producing costumes

Costumes for different artistic activities can be produced using local resources. As a way of conserving the environment, you can improvise costumes by using manufactured materials which can be bought from shops. There are various ways that can be used to produce the artistic costumes. Some of the ways include sewing, plaiting and weaving.

To produce artistic costumes, there are some points that must be considered. These include:

- Activity in which the costume will be used
- Materials required to produce the costume
- Design of the costume
- Pattern of the costume
- Body measurements

Activity 1 Designing the artistic costumes

Your lecturer will ask you to:

- 1 select one costume that is used in a traditional dance of your choice.
- 2 design the selected costume
- 3 produce the costume using appropriate materials

You will be required to demonstrate to the class how the costume is worn and used during the traditional dance

Activity 2 Producing costumes

On your own ask learners to:

- 1 brainstorm various artistic activities that require artistic costumes.
- 2 describe how various artistic costumes are made
- 3 collect resources for producing different artistic costumes
- 4 classify the resources according to the artistic costume to be produced
- 5 design the artistic costume to be made.
- 6 produce the artistic costumes using various skills

Tips

- 1 Use appropriate teaching, learning and assessment resources and methods and ICT tools to plan and teach the lessons
- 2 Involve all learners and adapt the activities for learners with special educational needs

Identifying appropriate resources in teaching production of artistic costumes

There are various resources that may be used when teaching production of artistic costumes in primary schools. These resources facilitate learners' learning. As a teacher, you also need to use resources that are appropriate to the learners according to their levels that is infant, junior and senior sections.

In order to identify appropriate resources in teaching production of artistic costumes, the teacher should follow a qualitative approach to selecting, making and using resources.

Below are some qualities that must be followed:

Resources must be:

- appropriate for age, level and topic
- attractive to arouse learners' interest
- big enough for learners to see
- appropriate colour
- clean for the learners
- safety for the learners' use

Examples of locally available resources to be used include sacks, pieces of cloths, sisal fibres, palm leaves, feathers local paint and tree fibres.

Examples of improvised resources to be used include cartons, bottle tops, plastic papers and wire.

Examples of resources that can be bought include commercial paint, clothes, shoes and dolls.

Activity 1 Producing resources for teaching production of artistic costumes

Your lecturer will ask you to:

- 1 brainstorm the suitable resources for teaching production of artistic costumes in primary schools.
- 2 select suitable resources for production of artistic costumes

Activity 2 Producing resources for teaching production of artistic costumes

Your lecturer will ask you to:

- 1 List down appropriate resources for teaching production of artistic costumes for primary school topics/concepts in:
 - i) infant section
 - ii) junior section
 - iii) senior section

- 2 Discuss in groups how each of the resources identified can be used based on the topics and primary school sections identified

Using appropriate teaching, learning and assessment methods in teaching production of artistic costumes

When teaching production of artistic costumes, it is necessary to use appropriate teaching methods for learners to learn better. These methods need to be varied to suit learners with special educational needs. There are various learner centered methods appropriate for teaching production of artistic costumes that can be used to help you teach effectively and learners to understand the topic better. This topic will help you to learn the appropriate methods to be used in teaching production of artistic costumes and when to use them. Some of the methods include group work, demonstration, brainstorming, bus stop, gallery walk, and think pair share (*Refer to what you learnt on teaching methods in Foundation Studies*)

Use of appropriate assessment methods when teaching production of artistic costumes is important to check learners' performance. These may include observation, self-assessment and peer assessment.

Activity 1: Discussing methods for teaching production of artistic costumes

Your lecturer will ask you to:

1. Identify one topic from the Primary school Expressive arts curriculum in each of the following sections

and suggest two suitable methods for teaching the topic.

- i) infant section
 - ii) junior section
 - iii) senior section
2. From the methods identified in question 1
- i) discuss how you will use the method
 - ii) explain why it is a suitable method for that primary school section

Tip

Use appropriate teaching, learning and assessment resources and methods to conduct activities 1 and 2

Conducting lessons in production of artistic costumes

For effective teaching and learning, there is need for you to plan the lessons using appropriate teaching instructional materials such as Teacher's guides and learners' book for infant, junior and senior sections. When preparing lessons, you must use appropriate resources and methods so that learners should achieve the success criteria of the lessons.

Activity 1 Conducting lessons on production of artistic costumes

Your lecturer will ask you to:

- 1 reflect on the components of a lesson plan from your Education foundations lesson
- 2 discuss in groups what other features need to be considered when planning and presenting a lesson on production of artistic

costumes. Note the points listed for future reference and use.

- 3 individually prepare a lesson plan on production of artistic costumes for:
 - i) infant section
 - ii) junior section
 - iii) senior section
- 4 present the lessons in class
- 5 evaluate the lessons

Tip

Use appropriate instructional materials when preparing the lessons.

Summary

This topic has exposed you how to teach production of artistic costumes. There is need to identify costumes for different artistic activities, produce costumes, choose appropriate resources and use appropriate methods in teaching production of artistic costumes so that learners understand the lessons and appreciate the use of artistic costumes when performing various artistic activities.

Reflection and assessment

- 1 Identify any three traditional dances that are performed within the school community.
- 2 Describe the costumes that are used in each of the traditional dances.
- 3 Give three reasons why costumes are important in traditional dances.
- 4 Can you write down the procedure you followed in making one of the costumes
- 5 What are the factors to be considered when producing artistic costumes?

Glossary

Costume: dressing that is used when performing an artistic activity

Heritage: something passed on from one generation to another

Improvise: make something in place of the real item

Jingles: metal balls worn in the ankles

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TOPIC 7 Teaching self-expression through art

Time: **3 hours**

Introduction

In this topic, we are going to look at expression and communication as an integral part of our everyday life. Without these aspects, then life would have no meaning. Self-expression enables us to express and communicate our inner feelings, ideas, and concepts to other people. Without self-expression, we cannot show our feelings and thoughts to other people. In fact, self-expression allows us to be seen as individuals and not as identical robots that act like puppets. Imagine if all of us were doing the same things, hearing the same things, seeing the same things, wearing the same clothing, etc. How would life be like? Certainly it would be boring, and not worth living. None of us would like to live in such a world because by nature each one of us has his/her own personal visions.

Self-expression is demonstrated in different forms such as the way we look (appearance), for example, the clothing we choose to wear and how we style our hairs, the way we walk. Self-expression is also demonstrated through different artistic activities such as, acting, drawing, painting, dancing, singing, sculpting, filmmaking. This topic will expose you to different artworks through which you can express and communicate your feelings, ideas and concepts to other people. You will also explore resources that you can use in teaching to promote self-expression and

communication to your learners. Finally, you will practice how to teach lessons that promote self-expression through art using suitable teaching, learning and assessment methods.

Success criteria

Student teachers must be able to:

- analyse artworks used for communicating feelings, ideas and concepts in their environment
- perform dances to convey messages
- identify appropriate resources for teaching self-expression through art
- use appropriate teaching, learning and assessment methods for teaching self-expression through art
- conduct lessons on self-expression through art

Artworks used for communicating feelings, ideas and concepts in the local environment

People express and communicate their feelings, thoughts and concepts in their environment through different artworks. The artworks include dances, drama/plays, songs, musical instruments, sports equipment, school equipment, pictures, cartoons, posters, dolls and puppets. These artworks originate in other people's minds. In fact, they are their self-expressions and creations. These individuals first conceive ideas, and then express them into reality by either making or performing them.

Drawing/writing and painting or colouring

Drawing can be done freehand where only a hand and a pencil or pen are used or drawing can be done technically in which drawing instruments such as a pair of compass, tri-square, are used.

Printing

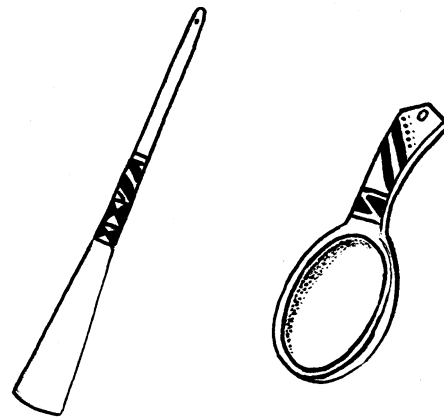
This is the art of stamping or impressing letters/numbers or designs on or into the surface. People can print pictures, figures or patterns of different things like leaves, flowers to express themselves

Collaging

This is the art of pasting or sticking various materials together or on a given surface. We can use commercial as well as local paste. Collage can be used to model almost anything including letters, numbers, and animals by sticking materials like seeds, designs, soil, hair, grass, etc. Through collage, people can easily express concepts, feeling and thought that are difficult to express verbally.

Sculpting

This is the art of creating or representing something by carving. We can carve objects out of wood, soapstone and clay. Sculpting involves carving, modelling, forming, shaping, sculpting, fashioning, chiselling, or cutting out the unwanted material on or into a given surface



Carved objects

Dancing, singing and playing musical instruments

In our communities, people use dance, music and musical instruments to express and communicate different messages. These artistic activities promote self-expression through drumming, or beating, or strumming or plucking, or blowing, shaking, and singing and dancing. However, these artistic activities convey different messages depending on the purpose and occasion, and the manner in which they are played or performed. Some musical instruments in African societies including Malawi are used to keep time. Some are used to direct the dance, or performance. They are also used to communicate to dancers what to do for example, repeat dance steps, movements or gestures. The instruments are also used to talk to the audience who are at the dance performance or even those who are far away. For example, drum beating would tell people who are far away about a wedding celebration.

Activity 1 Analysing artworks used for communicating feelings, ideas and concepts in their environment

Your lecturer will ask you to:

- 1 study an artwork presented in class and then you write down on your own what it expresses and communicates to you
- 2 share with the class what you have written down
- 3 give examples of messages that are conveyed through artworks at your college or community
- 4 produce any one piece of artwork to be used as a means of self-expression on a specific theme, feeling or idea. public

Tips

- 1 Use local examples of artworks
- 2 Play any rhythmic musical instrument to direct your movements and actions
- 3 Use group work, where possible.
- 4 Involve students with special educational needs

Artworks used for communicating feelings, ideas and concepts in a local environment

Activity 2 Analysing artworks in a local environment

On your own ask learners to:

- 1 explain how they express and communicate feelings and their needs at home, in their community and at school.
- 2 classify their responses into two groups, verbal and non-verbal.

- 3 demonstrate conveying messages through the artworks they have mentioned.
- 4 explain what forms of artworks are used for communication in their school.
- 5 design and develop their own artworks, which they can communicate with others.

Tips

- 1 Use think-pair and share method
- 2 Use group work for activity 2a, b and c
- 3 Encourage self-expression and creativity in activity 2e

Performing dances to convey messages

Dance promotes creativity and self-expression through dance steps and songs. Songs often accompany dance. The dance songs contain messages to the audience. When dancing to the songs the dance movements and gestures are dictated by the rhythm, the messages and the feelings of the dancers. Many local dances are performed in Malawi. Through them, people easily express and communicate their feelings, ideas and concepts, and issues.

Activity 1 Performing dances to convey messages

Your lecturer will ask you to:

- 1 brainstorm examples of local dances and songs that convey specific messages
- 2 analyse the messages in the songs of the dances
- 3 select and dance to songs that convey education messages

suitable for teaching various primary school classrooms

- 4 explain messages that are conveyed through musical instruments, dancing and singing in:
 - communities
 - schools
 - churches
 - mosques

Tips

- 1 Probe on examples of songs and dances that are locally known
- 2 Encourage student teachers to share and learn from each other dance moves and songs that can promote learning in primary school classrooms
- 3 Encourage the shy and those not skilled to participate in the activities
- 4 Discourage any negative comments

Performance of dances to convey messages

As a teacher, you might not be familiar with all local dances that are performed in the area of your school. This may affect teaching of local dances that convey messages.

However, the learners from the local community may have experiences on those traditional dances. As such, you need to use their experiences. You should also tap some knowledge and skills in teaching performance of local dances from some members of the local community. This would be of great help to the learners because they could see the link between what happens in their communities and that, which happens in the school.

Activity 1 Performing dances with learners to convey messages

On your own ask learners to:

- 1 brainstorm the local that are performed in the area
- 2 perform the dances in the area.
- 3 discuss the messages that the dance songs convey.
- 4 invite some members from the local community to come and assist in teaching the local dances

Tips

- 1 Use knowledge and skills tapped from the local community
- 2 Allow able learners to demonstrate how to perform the dances
- 3 Before using any member from the local community seek permission from the head teacher
- 4 Ask permission from the resource person and agree with him/her of what is expected of them. Since they may not be teachers guide them properly
- 5 Tell the learners about the resource person before the day of the visit
- 6 Tell them how they ought to behave before the resource person
- 7 Encourage learners to ask relevant question
- 8 After the activity, thank the resource person.

Identifying appropriate resources for teaching self-expression through art

Teaching self-expression through art requires use of appropriate resources, if effective learning is going to take place. However, effective use of such resources demands imagination and creativity in the process of selection, development as well as usage.

Therefore, as student teachers, you need to develop such knowledge and skills

Activity 1: Identifying appropriate resources for teaching self-expression through art

Your lecturer will ask you to:

- 1 use one stay three stray to develop a list of suitable resources you could use in teaching self-expression through art
- 2 produce some teaching and assessment resources and tools you would use in teaching self-expression through art.
- 3 explain how you selected, or produced them.
- 4 suggest ways of using the resources you have produced in teaching.
- 5 demonstrate to the class how you would use them.

Using appropriate teaching, learning and assessment methods for teaching self-expression through art

Effective teaching of self-expression through art requires use of suitable methods that can promote active learner involvement and interaction in the learning activities. Therefore, as a

teacher, you need to be thoughtful of the methods you are going to use when planning to teach this topic.

Activity 1 Using suitable teaching, learning and assessment methods for teaching self-expression art

Your lecturer will ask you to:

- 1 brainstorm various methods you would use in teaching self-expression through art in primary schools.
- 2 categorise the methods into three groups depending on which section of primary school they can best be applied ie, infant, junior and senior primary.
- 3 explain why you think those methods are most suitable for that particular primary school section.
- 4 demonstrate how you would use the following methods in teaching to encourage self-expression among your learners:
 - i) demonstration
 - ii) practice
 - iii) explanation
 - iv) K-W-L
- 5 explain how the following assessment tools would be used to promote self-expression through art
 - i) an observation checklist
 - ii) a portfolio
 - iii) a rubric.

Activity 2: Getting learners to use appropriate teaching, learning and assessment methods for learning self-expression through art

On your own ask learners to:

- 1 describe how they would send funeral message through artworks.
- 2 demonstrate using the artworks.
Then ask each le
- 3 tell whether his or her artwork really conveys the intended message or not.
- 4 performing local dances in groups,
- 5 comment on the dances. You should encourage the learners to give each other feedback.
- 6 practise performing dances that convey messages as a class.

Tips

- 1 Use group work to do Activity 1b
- 2 Use peer and self-assessment to assess activity 1c
- 3 For activity 2, encourage learners to be honest with themselves when assessing their own work, and should not give bad comment when assessing their peers' work
- 4 Give learners criteria for doing self-assessment and peer assessment
- 5 Encourage learners to use suitable resources
- 6 Allow learners to analyse messages conveyed in the artworks local dances.

Conducting lessons on self-expression through art

Teaching demands planning and writing of lesson plans. As a primary school teacher, you need to understand that conducting good lessons requires thorough preparation. Therefore, you need to organise and prepare in advance adequate teaching and learning methods, resources and assessment procedures and tools for the lessons you are going to teach. As the adage says, 'practice makes perfect', therefore you need to practise preparing and conducting good lessons while here in college.

Activity 1 Micro-teaching on self-expression through art using appropriate methods, resources, assessment procedures and tools

Your lecturer will ask you to:

- 1 choose any topic on self-expression through art and plan a 35-minute lesson from junior or senior
- 2 present the lesson to your fellow student teachers.
- 3 analyse the lesson plan and presentation, then evaluate the entire teaching process.
- 4 Discuss with fellow students important factors to consider when teaching lessons to stimulate self-expression in primary school learners

Tips

- 1 Use primary school teachers' guides to choose the topic from
- 2 Prepare and use adequate and varied teaching and learning methods, resources and assessment procedures and tools
- 3 Reflect on the lesson you have presented by pointing out your strengths and weaknesses and suggest how you could improve on the weaknesses given a second chance
- 4 The class should evaluate the lesson by highlighting strengths and weaknesses and suggesting what the teacher could have done.
- 5 Use internet to access addition information on self-expression through art (where possible)

Activity 2 Getting learners to learn how to convey messages through artworks

On your own ask the learners to:

- 1 play some musical instruments
- 2 explain why they responded the way they did.
- 3 produce some resources for the lesson e.g. making musical instruments
- 4 share ideas on the work they have done.
- 5 make their own art creation as a means of self-expression.
- 6 explain their creation. They should also switch to discuss and interpret each other's creations.

Tips

- 1 Allow learners to analyse and evaluate the lessons by:
 - Asking them to say what they have liked most or least in the lesson.
 - Asking them to tell you the best way they would have loved learned the content
- 2 Allow learners to use the resources during the lesson presentation
- 3 Use varied methods in the lesson

Summary

In this topic, you have looked at artworks used for communicating feelings, ideas and concepts in the environment, performing local dances that convey messages and analysing the messages in the songs. In addition, you have been exposed to plan and teach lessons on self-expression through art.

The knowledge and skills you have gained will assist you to teach self-expression through art competently. Teaching self-expression through art is a great way of assisting learners to become competent communicators in their communities.

Reflection and assessment

- 1 In what ways do you think self-expression through art is important in expressing and communicating?
- 2 Describe artworks you would make or you have in your community to express and communicate your feelings, ideas and concepts

- 3 In what ways are local dances helpful in self-expression?
- 4 Explain the methods you would use to assess self-expression through art
- 5 What things would you look for when assessing self-expression through art?
- 6 From your study of teaching self-expression through art, what would you say is the importance of using self-expression through art in conveying messages in our everyday life?
- 7 What teaching, learning and assessment approaches can you use to promote active learning in self-expression through art.
- 8 Why do we have different forms of communication?

Glossary

Dolls- a representation of human beings

Drawing- an arrangement of lines

Freehand drawing- drawing using a hand and pencil or pen only.

Paste- sticky substance used to hold two surfaces together.

Puppets- a representation of humans or animals.

Self-expression- different ways of expressing our feelings.

Technical drawing- drawing using drawing instrument such as a ruler, a pair of compass, protractor, etc.

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TOPIC 8**Teaching verbal and non-verbal communicative forms of art**

Time: 5 hours

Introduction

It is interesting that whether we speak or do not speak to other people, we still express or communicate something to them. In our everyday interactions we convey messages through verbal and non-verbal forms of communication. Verbal and non-verbal forms of communication are equally important because they complement each other. In fact, non-verbal communication emphasises what is expressed through verbal communication. Similarly, verbal communication clarifies messages sent through non-verbal communication.

In this topic, you will learn about artistic performances that convey messages through verbal and non-verbal communicative forms of art. You will learn how to organise artistic performances, which involve verbal and non-verbal forms of art, and how to produce patterns that convey messages. You will be required to design and develop the resources that can be used in teaching verbal and non-verbal communicative forms of art in expression and communication. In addition, you will learn varied methods that you may use in teaching verbal and non-verbal communicative forms of art. You will further learn how you can design and conduct lessons on verbal and non-verbal communicative forms of art.

Success criteria

Students must be able to:

- organise artistic performances that involve verbal and non-verbal communicative forms of art
- produce patterns to convey messages
- identify appropriate resources in teaching verbal and non-verbal communicative forms of art
- apply teaching, learning and assessment methods in teaching verbal and non-verbal communicative forms of art
- conduct lessons on verbal and non-verbal communicative forms of art

Artistic performances that involve verbal and non-verbal communicative forms of art

There are several artistic performances, which we use to convey different messages. Can you suggest some of these artistic performances? You may have thought of dance, drama, music and visual arts. Certainly, through these forms of art, we can express and communicate our feelings, emotions, ideas, or concepts and issues. What do you think are the forms of communication that we can use when using these artistic performances? You may have come up with responses like verbal and non-verbal communication. We use these forms of communication to convey messages. In addition, most often verbal and non-verbal forms of communication are used

simultaneously as they complement each other to make messages clearer and more understandable.

Verbal communication

Verbal communication uses words in written or spoken form to convey the intended messages. Written communication occurs through the following ways: Pen and paper letters and documents, typed electronic documents, e-mails, text chats like those on WhatsApp, and SMS on mobile phones

As for spoken form or oral communication, it is done through face-to-face talks, phone calls or utterances on radios, televisions and videos.

Verbal communication is culturally specific as each society develops its own written symbols such as languages, which have meaning in that particular society and not in other societies.

Non-verbal communication

Unlike verbal communication, non-verbal communication is a wordless form of communication in which people as well as animals convey messages through signs, signals and symbols. Some of these signs, signals and symbols include sound, touch, body language, distance, artefacts, voice (the volume, tone and pitch we use), time and silence. Through these non-verbal forms, we very easily express and communicate our feelings, emotions, status and personalities.

Some non-verbal forms of communication are natural and

universal and may convey the same messages in every society. However, non-verbal forms of communication are largely culturally specific. The same signs and symbols used in one culture may have different meanings in another culture. For example, in the Indian culture, shaking of the head means agreeing with something while in the Malawian culture, it means disagreeing with or denying something.

The importance of verbal and non-verbal communicative forms in art expression and communication

There is an old saying, which says 'a picture is worth a thousand words'. From this adage you can see that a picture as an art has the power to express and communicate many things without necessarily relying on words. An art is an expression and a communication that is contained in a form. Thus, art enables people to visibly express and translate their feelings, emotions, thoughts, beliefs and characters in ways words cannot effectively do. For example, people use drawings, paintings and sounds as art expressions to translate and communicate certain messages, which might not be easy to convey by words. Can you think of messages or concepts that might be difficult to convey without art expression in the classroom? Can you give examples of art expressions the teachers use in teaching concepts easily?

What do you think is an art expression? You may have thought of it as a form or a symbol through which artists make visible their emotions,

feelings and ideas in order to create meaning. The art expressions and communication forms include the creative arts and physical education, or sports, which enable people to express, or translate, or transfer, or communicate their imaginations.

Physical education/sports

Physical expression and expressive movement are important art expressions in sporting activities. Think of sports facilities and equipment. They are all art expressions. Can you mention some examples of facilities and equipment you know in sports and games? What do you think would happen if line markings, sounds, expressive body movements, particular colours and other art forms were not used in sporting activities? Obviously, the sporting activities would not be performed properly because the players would not know how they should behave during sporting activities. Moreover, those who oversee the performance of the sporting activities would not manage properly the activities as well as the behaviours of the players without using art expression. Art expressions are crucial in Physical Education as they guide the behaviours of the players and officiating personnel. However, the art expressions may be complemented with verbal communication.

Creative arts

Art expression in the creative arts comprise dance, drama and music as performing arts, and drawing, painting, sculpture, ceramics,

photography, creative writing, graphic designs, film, architecture and conceptual arts as visual arts. Some of these arts speak and communicate to the public both verbally and non-verbally. However, in this topic, you are going to look at the importance of dance, drama and music, which convey messages verbally and non-verbally in some detail.

Dance

People can express and communicate different messages through the musical instrument. These instruments create rhythms, and in response to the created music and accompanying songs, people make certain body movements to express their emotions and feelings of joy, excitement and sorrow etc.

Drama

Drama as an artistic performance is a powerful way of expressing and communicating feelings and various messages as it is both a means of entertainment and education. The messages that may be conveyed through drama ranging from cultural, political, social and religious issues. These messages can include cross cutting issues such as HIV/AIDS, child abuse, gender violence, corruption and human rights, etc. Through playing musical instruments, body movements, songs, spoken word from a script and costumes the actors can express and communicate different messages. These things entertain and make the audience enjoy watching the performance. Apart from enjoyment, the audience can also learn from the

messages the actors intend to communicate.

Music

Music is a versatile artistic performance, which is mostly used in dance, drama and in special occasions such as weddings, funerals, festivals, cultural, political as well as religious activities. In fact, music is all around us. Just like in dance and drama, people use music to express and communicate their emotions and feelings, concepts and ideas and issues. Music soothes and heals the mind. As people sing, they bring messages of hope to the sick and even the bereaved.

Furthermore, music is used in teaching and learning other subjects. Through it learning becomes enjoyable to the learner. Singing makes learning of certain concepts and issues very easily. As teachers, you can also use music to consolidate what has been learnt. Thus, using music in learning can reinforce and improve listening, social and language skills. It is, therefore, necessary to use music in our teaching as a verbal and non-verbal way of conveying messages.

Singing songs that use verbal and non-verbal forms of communication

Songs as a form of verbal and non-verbal communication may involve the use of words and signs. People can use both oral and written words to convey the intended message as they sing. Wordless forms of communication such as facial expressions and gestures may accompany the singing to emphasise the messages being conveyed in the

song. Sometimes, as people sing they may use musical instruments, which influence them to make specific body movements or gestures to express themselves.



Kwaito



Kwasakwasa



Ndombolo



Reggae

Activity 1 Organising artistic performances involving verbal and non-verbal communicative forms of art

Your lecturer will ask you to:

- 1 discuss examples of art that convey verbal and non-verbal communicative forms of art
- 2 organise performance in the following artistic performances:
 - (i) Dance
 - (ii) Drama
- 3 identify songs that feature messages on social, cultural, religious, or crosscutting issues. Then sing some of the chosen songs.
- 4 identify the verbal and non-verbal communicative messages

contained in activities b and c, and then discuss them.

Tips

- 1 Use group work when doing Activities (b) and c
- 2 Use attire/costume/props musical instruments, where possible, when doing Activity (b)
- 3 Use body movements as you do Activity (b)
- 4 Discourage any negative and discouraging comments.

Organising artistic performances that involve verbal and non-verbal communicative forms of art

Involving primary school learners in organising artistic performances could be an effective way of conveying messages on various issues like gender violence, child abuse, corruption, etc. However, this could be difficult if learners are not exposed to artistic performances that convey messages through communicative forms of art. Therefore, exposing learners to these artistic performances would assist them to organise good artistic activities. Here are some suggestions on how you would help learners organise these artistic performances.

Activity 2: Performing artistic activities that involve verbal and non-verbal communicative forms of art.

On your own ask learners to:

- 1 brainstorm how they express and communicate their emotions and feelings

- 2 describe different ways people in their local communities use to express and communicate their happiness, sorrow, disappointments, or issues in the following situations/occasions:
 - a funeral
 - during weddings
 - when visiting the sick or bereaved
 - when there are crosscutting issues to address
- 3 put their responses into two categories (verbal and non-verbal communication forms)
- 4 sing songs, which use both verbal and non-verbal forms of communication.
- 5 read and write the importance of using verbal and non-verbal communicative forms of art (dance, drama and music), and should
- 6 present in a plenary.

Tips:

- 1 Use suitable teaching, learning and assessment methodologies
- 2 Use attire, where possible, in activity 2d
- 3 Provide learners with necessary reading materials for them to do activity 2e.
- 4 Use reading materials in Braille for visually impaired learners or large print for those learners with low vision.

Producing patterns to convey messages

Just like in artistic performances, people can also use patterns to convey messages both verbally and non-verbally.

Patterns that convey messages

A pattern can be a set of lines, shapes, colours, sounds, or movements that are repeated regularly. From this definition, we can see that there are types of patterns like line, shape, colour, sound, or movement patterns, which people use to convey messages or to produce certain things, or do certain activities. A pattern of things creates what we call rhythm. In this sub-topic, you are going to learn about rhythm.

Rhythm

We experience or use rhythm in our everyday lives. When we are doing various things, or when certain events occur, or activities happen, rhythm is used to make them possible. Rhythmic events and activities include change of day and night, seasons, walking, breathing, heartbeat and many more. Looking at all these activities we can see that movement is involved. This suggests that certain things cannot occur in this life without rhythm. Think of music, it cannot exist without rhythm because a pattern of musical sounds creates a rhythmic movement in time. In fact, rhythm is the backbone of music.

How to create rhythm in music

In music, we build rhythms by combining sounds and silences of different durations in time. Therefore, rhythm can be defined as a successive arrangement of long and short sounds and silences. In musical terms, sounds and silences are represented by symbols called **notes**. Since we cannot perceive musical sounds and silences by sight, special symbols are used to

help us visually perceive the sounds and silences. Here are the symbols of sounds and rests



Notes representing sounds



Notes representing rests/silences

Using these symbols we can write and read rhythms.

A period we take to say a particular sound or remain silent in music is measured by using a standard measure called a **beat (pulse)**. Thus, a beat tells us how long a sound or a silence takes. A beat divides time into regular topics.








Vertical lines showing markings of the beat

Musical notes and rests











Description of musical notes and rests and their values, and how to say or count them

Musical notes and rests are described by using British and American names. Moreover, to understand them easily, we use French time names to saying system or we use the counting system. Here below are the descriptions:

Musical notes with their corresponding values

Note	Note name		Value	How it is said or counted if a crotchet gets 1 beat
	British	American		
	Semibreve	Whole note	4 beats/counts	taa-aa-aa-aa 1 2 3 4
	Minim	Half note	2 beats/counts	taa-aa 1 2
	Crotchet	Quarter note	1 beat/count	Taa 1
	Quaver	Eighth note	½ beat/count	ta (te) 1 and
	Semi quaver	Sixteenth note	¼ beat/count	ta fa te ,fe 1 da and da

Musical rests with their corresponding notes

Sound (note)	Silence (rest)	Rest name	Value
		Whole rest	4 beats
		Half rest	2 beats
		Quarter rest	1beat
		Eighth rest	½ beat
		Sixteenth rest	¼ beat









Dotted notes

When a dot is placed next to a note on the right hand side, then the value of

the note increases by its half. This implies that a dot represents a note that is a half of bigger note. For example, a dotted semibreve is the

same as a semibreve plus a minim. In this case, a dot placed in front of a

semibreve represents a minim

Dotted note	Dotted note name	Note plus its half	Value	How it is said/counted
	Dotted semibreve		6 beats	taa-aa-aa-aa-aa-aa 1 2 3 4 5 6
	Dotted minim		3 beats	taa-aa-aa 1 2 3
	Dotted crotchet		1½ beats	taa a 1 and
	Dotted quaver		¾ beat	Ta

Note:

(i) A dotted crotchet is normally combined with a quaver to come up with a 2 beat duration



(ii) A dotted quaver is normally combined with a semi quaver to come up with a 1 beat duration



Beamed notes

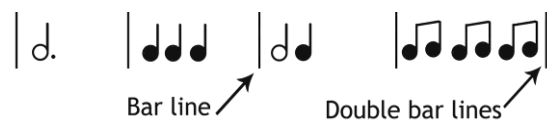
Notes with flags such as the quaver and semi quaver can be joined together by beaming them. Two or more notes can be beamed. In addition, the number of beams depends on the number of flags on each note.



Examples of beamed notes

Writing rhythmic patterns

Rhythms are written in groups of beats called time/metre. Vertical lines called bar lines separate the groups of beats. This makes it easy to read rhythms. The space between the bar lines is called a bar or a measure, which indicates one complete metre or time grouping. At the end of a rhythm pattern, we write a double bar line to mark end of a complete piece of music.



rhythm pattern of four bars showing bar lines and three beats in each measure.

Time signature

At the beginning of a rhythm pattern we write two numbers, one above the other. These numbers are called time or metre signature. The top numeral

indicates number of beats in each bar while the bottom one represents a kind of note that receives one beat. In music, the following notes can represent one beat: minim, crotchet and the quaver. Therefore, it is just a matter of choice to use any one of these notes to represent one beat. In this case, you can see that the values of notes change depending on what note represents one beat. For example, if a minim is one beat, then a semibreve is two beats, a crotchet is half-beat and a quaver is a quarter beat. However, in most music compositions, a crotchet is commonly used as the beat.

Rhythms are divided into simple and compound metres. This implies that time signatures can be either in simple metre or in compound metre.

Simple metre and compound metre signatures

Simple metre uses simple notes. These are notes that are not dotted. A regular beat in music can occur in groups of two, three or four. This gives us time signatures of two four, three four, four four, two two and three two, depending on the note that represents one beat.

2 4 3 2 3
4, 4, 4, 2, 2

Time signatures in simple metre

A compound metre uses dotted notes. Compound metre signatures are six two, six four and six eight

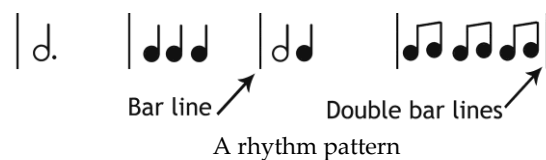
6 9 12
8, 8, 8,

Time signature in compound metre

Performing rhythm patterns

As earlier said, rhythm patterns can be said or counted by using the French time names *taa, ta, te, fa* and *fe* or numerals 1, 2, 3, 4, . Performing rhythm patterns demands involving learners in doing several activities such as the following:

- clapping hands
- tapping on a table or thighs while seated, or feet on the floor while seated
- playing a percussion instrument like a hoe or a drum
- Walking a particular rhythm such as that of the Malawi National Anthem



Singing at different tempos and dynamics

Tempo

Music can move at a fast, moderate or slow speed. The speed at which music moves is called **tempo**. Tempo marks are put at the beginning of a piece of music above the first line. However, when the tempo changes in a piece of music, tempo markings are put above where the change occurs. Several terms are used to describe tempo.

These include the following

Tempo	Meaning
<i>Accelerando</i> (acc.)	gradually growing faster
<i>Ritardando</i> (rit.)	gradually growing slower
<i>Presto</i>	very fast
<i>Allegro</i>	fast (Most cheerful song are sung at this speed)
<i>Allegretto</i>	rather fast
<i>Moderato</i>	at a moderate pace
<i>Andante</i>	walking speed (e.g. the Malawi National Anthem is sung at this speed)
<i>Andantino</i>	rather slow
<i>Lento</i>	slow
<i>Largo</i>	very slow (most of sad songs are sung at this speed)

Dynamics

Dynamics simply mean volume of sound, i.e. how loud or soft the sound is, in a given piece of music. Thus, dynamics express the mood in a piece of music, e.g. sorrow or joy. The degree of loudness and softness are usually indicated by abbreviations of Italian terms such as the following:

<i>decrescendo</i> (>)	gradually growing softer
<i>crescendo</i> (<)	gradually getting louder
<i>sfortzando</i> (sfz)	explosively
<i>fortissimo</i> (ff)	very loud
<i>forte</i> (f)	loud
<i>mezzo forte</i> (mf)	moderately loud
<i>mezzo piano</i> (mp)	moderately soft
<i>piano</i> (p)	soft
<i>pianissimo</i> (pp)	very soft

Dynamic markings or terms are put above the bar or musical lines of the song, e.g. in the following song:

f

Chule adafera kudambo

p

Pitani mukamtole

f

Ife sitidya chule

p

Nanga muneneranji?

f

Kodi mufuna za nkhondo?

f

Bwerani timenyane.

Activity 1 Producing patterns that convey messages

Your lecturer will ask you to:

1. analyse messages that are conveyed by different patterns.
2. Read about different patterns and write about the message those patterns convey.
3. write a rhythmic pattern of four measures in three four time.
4. combine notes and rests in your rhythm composition.
5. put tempo and dynamics signs or terms to your rhythm.
6. choose any familiar song and sing it the way it is commonly sung.
7. put dynamics and tempo markings on it according to how it is sung.

Tips

- 1 Provide suitable reading materials for activity 1a
- 2 Activity 1 (a) (b) and (c) should be done in groups
- 3 Use appropriate teaching and assessment methodologies
- 4 Write the rhythms on a flip chart
- 5 Display the rhythms for a gallery walk
- 6 Sing the songs following the tempo and dynamics

Getting learners to produce and convey messages through patterns

Producing patterns that convey messages could be very difficult to primary school learners, if they are not involved in performing practical rhythm activities. One such activity could be saying or counting rhythm patterns. Using this activity would

assist learners to learn and understand rhythm patterns. This would further make writing of rhythms relatively easy to learners. Here are some of the things you would do with learners when saying or counting rhythm patterns:

Activity 1 Producing and conveying messages through patterns

On your own ask learners to:

- 1 clap a given rhythm pattern
- 2 tap the pattern on a table or on the thighs while seated, or tap the feet on the floor while seated.
- 3 tap the rhythm pattern on a percussion instrument such as a hoe or a drum while the others match it.
- 4 walk to the rhythm pattern of rhythm pattern of the Malawi National Anthem.
- 5 write their own rhythm patterns, and then perform them.

Tips

- 1 Use appropriate teaching and assessment methodologies
- 2 Tap thighs alternately as follows:
 - Tap each thigh while the foot is tapping the floor
 - Cross the arms and place each palm over the opposite thigh, then tap it while an opposite leg is also tapping the floor.

Teaching verbal and non-verbal communicative forms of art using appropriate resources

Teaching verbal and non-verbal communicative forms of art requires

use of appropriate resources, if effective learning is going to take place. Effective use of such resources demands imagination and creativity in the process of selection, development as well as use of the materials.

Activity 3 Producing and using suitable resources in teaching verbal and non-verbal communicative form of art.

Your lecturer will ask you to:

- 1 brainstorm the suitable resources you could use in teaching verbal and non-verbal communicative forms of art in:
 - i. dance, drama and music
 - ii. physical education
 - iii. visual arts such as Drawing, sculpture, painting, collage, etc.
- 2 produce some teaching and assessment resources and tools you would use in teaching verbal and non-verbal communicative forms of art. Explain how you selected, or produced them.
- 3 explain how you would use the resources you have produced. Then demonstrate how you would use them in class.

Preparing resources for learning verbal and non-verbal communicative forms of art

Teaching verbal and non-verbal communicative forms of art could be difficult to learners if appropriate resources are not used. Therefore, using appropriate resources would greatly assist learners in learning verbal and non-verbal communicative forms of art. Below are some of the ideas of how you would use the

resources to help learners to learn better this topic.

Activity 4. Preparing resources for teaching verbal and non-verbal communicative forms of art

- 1 On your own ask learners to:
- 2 collect some materials from the local environment.
- 3 produce teaching and learning and assessment resources such as musical instruments, flip charts showing rhythm patterns, musical notes, portfolios etc.
- 4 design and develop songs, dances and drama,
- 5 express and communicate different messages verbally and non-verbally using songs, dances and drama

Tips

- 1 Use suitable resources such as dance, drama and songs
- 2 Use locally available resources
- 3 Allow learners to perform the artistic performances using the resources they have produced
- 4 Allow the class to comment on resources produced by their peers
- 5 Do not allow any negative remarks.
- 6 Learners should choose well produced resources and should be displayed in the classroom
- 7 Learners should store some resources in their portfolios

Teaching, learning and assessment methods in teaching verbal and non-verbal communicative forms of art

Effective teaching of verbal and non-verbal communicative forms of art requires use of suitable methods that can promote active learner involvement in the learning activities. This can in turn, promote active learner classroom interaction and participation. Therefore, as a teacher, you need to be thoughtful of the methods you are going to use when planning to teach this topic. Teaching verbal and non-verbal communication skills in art requires learners to be imaginative and creative. The use of critical thinking methods of teaching enables learners to develop the required high order thinking skills and analytical skills.

Observing a lesson on teaching verbal and non-verbal communicative forms of art

As earlier on indicated in Topic 3, that a teacher is a life-long learner. This means that it is important that you always need to learn from experienced fellow teachers or your lecturers. Therefore, you need to observe them in actual teaching in the classroom.

Activity 1: Observing a lesson

Your lecturer will ask you to:

- 1 observe a lesson on teaching verbal and non-verbal communicative forms of art.
- 2 identify the teaching, learning and assessment methods and resources used in the lesson.
- 3 discuss the strengths and challenges in the lesson.

Activity 2 Using suitable teaching, learning and assessment methods in teaching verbal and non-verbal communicative forms of art

Your lecturer will ask you to:

- 1 brainstorm various methods you would use in teaching verbal and non-verbal communicative forms of art in primary schools.
 - i. from the methods you have brainstormed, categorise them into three groups depending on which section of primary school they can best be applied.
 - ii. explain why you think those methods are most suitable for that particular primary school section.
- 2 describe how you would use the following methods in teaching production of patterns that convey messages:
 - i) demonstration
 - ii) practice
 - iii) explanation
- 3 explain how the following assessment tools would be used to assess learners on verbal and non-verbal communicative forms of art
 - i) an observation checklist
 - ii) a portfolio
 - iii) scoring rubric.

Using appropriate teaching, learning and assessment methods in teaching verbal and no-verbal communicative forms of art

It could be difficult for primary school learners to take charge of their own learning if they cannot be given an opportunity to use methods that would involve them actively in their

own learning. Using learner centred methods effectively would assist learners to be responsible for their own learning when learning verbal and non-verbal communicative forms of art. Some of the methods you would involve learners include:

Activity 1: Using appropriate teaching, learning and assessment methods

On your own ask learners to:

- 1 write rhythms individually, and then ask them to
- 2 assess each other's work. (You should encourage the learners to give each other feedback.)
- 3 demonstrate singing at different tempos and dynamics.
- 4 evaluate the performance by pointing out the strengths and weaknesses.
- 5 explain how the performance could be improved.
- 6 practise singing at different tempos and dynamics..
- 7 dramatize on conveying messages on various issues.
- 8 assess the performances focusing on verbal and non-verbal forms of art used

Tips:

- 1 Use group work to do Activity 1b
- 2 Use peer and self-assessment to assess Activity 1c
- 3 For Activity 2, encourage learners to be honest with themselves when assessing their own work, and should not give bad comment when assessing their peers' work
- 4 Give learners criteria for doing self-assessment and peer assessment
- 5 Encourage learners to use suitable resources in Activity 2e
- 6 Allow learners to analyse the verbal and non-verbal forms of communication that were used in the song and drama performance.

Conducting lessons on verbal and non-verbal communicative forms of art

Teaching demands planning and writing of lesson plans. As such, as a primary teacher, you need to understand that conducting good lessons requires thorough preparation. Therefore, you need to organise and prepare in advance adequate teaching and learning methods, resources and assessment procedures and tools for the lessons you are going to teach. As the adage says, 'practice makes perfect', therefore you need to practise preparing and conducting good lessons while here in college.

Activity 1 Conducting lessons on verbal and non-verbal communicative forms of art using appropriate methods, resources, assessment procedures and tools

Your lecturer will ask you to:

- 1 choose any topic on verbal and non-verbal communicative forms of art and prepare a 35-minute lesson plan.
- 2 present the lesson to you fellow student teachers.
- 3 analyse the lesson plan and presentation, then evaluate the entire teaching process.

Tips

- 1 Use primary school teachers guides to choose the topic from
- 2 Prepare and use adequate and varied teaching and learning methods, resources and assessment procedures and tools
- 3 Reflect on the lesson you have presented by pointing out your strengths and weaknesses and suggest how you could improve on the weaknesses given a second chance
- 4 evaluate the lesson by highlighting strengths and weaknesses and suggesting what the teacher could have done.

Conveying messages by using verbal and non-verbal communicative forms of art

Conveying messages using verbal and non-verbal communicative forms of art could be difficult if appropriate approaches are not used in a lesson

presentation. However, using right approaches such as use of varied and suitable methods, resources, assessment procedures and tools would help learners understand better the concepts to be learnt. Here are some ideas you may use to teach verbal and non-verbal communicative forms of art.

Activity 1: Conveying messages through verbal and non-verbal communicative forms of art.

On your own ask the learners to:

- 1 sing songs at different speeds and dynamics, and should use different body movement to emphasise different messages.
- 2 produce some resources for the lesson
- 3 present their work in plenary

Tips

- 1 Allow learners to analyse and evaluate the lessons by:
 - Asking them to say what they have liked most or least in the lesson.
 - Asking them to tell you the best way they would have loved learned the content
- 2 Allow learners to use the resources during the lesson presentation
- 3 Use varied methods in the lesson

Summary

In this topic, you have learnt about verbal and non-verbal communicative forms of art, which include performing arts and visual arts and their importance. You have also looked at

the production of patterns that convey messages; singing songs that use verbal and non-verbal forms of communication and singing at different tempos and dynamics. In addition, you have been exposed to different teaching, learning and assessment methods and resources as well as planning lessons on verbal and non-verbal communicative forms of art.

The knowledge and skills you have gained in this topic will assist you to become a reflective and an innovative teacher who can teach verbal and non-verbal communicative forms of art effectively and competently. Teaching verbal and non-verbal communicative forms of art is a great way of making learners competent communicators in their communities.

Reflection and assessment

- 1 In what ways do you think verbal and non-verbal communicative forms of art are important in expressing and communicating in everyday life?
- 2 Write a rhythm pattern of eight bars in for four time. In your composition, include notes and rest of various durations, and tempo and dynamics signs or words.
- 3 Explain the methods you would use to assess the artistic performances that involve verbal and non-verbal communicative forms of art
- 4 What things would you look for when assessing the patterns and artistic performances?
- 5 From your study of teaching verbal and non-verbal communicative

forms of art, what would you say is the importance of using verbal and non-verbal communicative forms of art expression and communication in everyday life?

- 6 What teaching, learning and assessment methods can you use to promote active learning through verbal and non-verbal communicative forms of art when expressing and communicating messages
- 7 What do you think life would be like if communication were only through non-verbal means?

Glossary

Artefacts-objects made by people as opposed to natural things.

Beat-a musical ruler, which is used to measure the length of musical sounds and silence in time

Body language-refers to use of gestures, postures, facial expressions, etc.

Creative art expression:-refers to participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama

Dynamic markings- words or symbols that show how loud or soft music is to be played or sung

Cross cutting- something that affects many people in the society

Cultural specific-anything that is common and understood by a particular society only

Measure/bar-the segment of music contained between two bar lines

Meter- the grouping of beats within a measure, as shown by the meter or time signature

Note- one of the musical symbols used to express time value of tones

Percussion instruments-musical instrument that are struck/shaken/scrapped to produce a sound

Performing arts skills that require public performance, such as acting, or singing, or dancing. The arts that are performed before an audience.

Reflection- careful thought about something

Rhythm- a flow or movement that has a regular and repeated pattern

Rest- a musical symbol indicating silence

Tempo markings- words that indicate how fast or slow a musical composition is to be played or sung

Visual arts- creations we can look at, such as drawing or a painting, sculpture, architecture, photography, film, printmaking, etc.

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TOPIC 9 The teaching of making artistic representations

Time 3 hours

Introduction

In every community, people produce various items creatively and use them in their everyday lives. These artistic representations can be made using locally available materials. In this topic you will learn how to produce artistic items to meet the needs of the community and market them. You will also identify resources and methods for teaching how to make artistic representations. This knowledge will help you to take an active role in utilising the resources found in the community and teach learners to appreciate the different needs of the community. Teaching learners how to make artistic representations will enable them to develop holistically through their active involvement in making these items.

Success criteria

Students must be able to:

- produce a variety of artistic representations of items to meet the needs of the community
- market the artistic items
- identify appropriate resources in teaching making artistic representations
- use appropriate teaching, learning and assessment methods in teaching making of artistic representations
- conduct lessons on making artistic representations

Producing a variety of artistic representations of items to meet the needs of the community

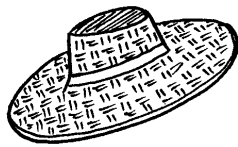
Artistic representation is the art that is concerned with representation of reality and especially the characteristic or similar representation of nature of life. People produce various artistic representations of items to meet the needs of their community.

Every community has its own needs in terms of food, shelter and clothes.

Apart from these basic needs, communities also need different artistic representations for domestic use. Some of these items are pots, mats, brooms, bags and winnowing baskets. Communities need these artistic items for different reasons. For example:

- mats may be used for sleeping, sitting and drying different items like maize flour
- brooms are used for sweeping
- bags are used for carrying different items
- winnowing baskets are used for winnowing.

These various artistic items can be produced by using different ways. Some of them are made by moulding, carving, sewing, knitting, plaiting and weaving.



Some artistic items

It is very important for you to research on different communities in order to find out what artistic representations they make and how they produce them. You also need to collect materials for making artistic representations in advance to ensure that all required resources are made available in time. It also helps to ease the work and save time when doing the activity. Collected materials should be sorted out and kept safe according to their type. Examples of types are grass, fibers, wood, soil, fabric and paper.

When teaching the topic, it is important for you to involve the learners and give them an opportunity to practise making these artistic items so that they appreciate the needs of different communities and enhance their skills in producing the artistic items.

Activity 1 Researching on artistic representations in the school community

Your lecturer will ask you to:

- Conduct a research and identify the artistic representations found in the community around your school.

Activity 2 Producing artistic representations

On your own:

- 1 collect clay and prepare it for moulding a product
- 2 use the clay to produce an artistic product for a display
- 3 collect materials for wood carving
- 4 prepare a wooden carving of your choice
- 5 outline the steps you took to prepare and produce the art pieces in 2 and 4. 6. Explain how you could improve(decorate) the art pieces produced.
- 6 display the art pieces you produced for other viewers to see and comment on them

Artistic representations in a community

Learners need to be given an opportunity to practise making various artistic items so that they take an active role in utilising the resources found in their community. When teaching, you may involve them in the following activities:

Activity 1: Making artistic representations to meet the needs of the community

On your own ask learners to:

- 1 brainstorm artistic representations in their community
- 2 list down artistic items that are used at their homes and meet the needs of the community
- 3 analyse various ways of producing artistic items that meet needs of the community
- 4 collect materials for making artistic items from the environment
- 5 prepare the materials for making artistic items
- 6 produce various artistic items using different skills.

Tips

- 1 Use appropriate teaching, learning and assessment resources and methods to plan for the lessons.
- 2 Involve all learners and adapt the activities to suit learners with special educational needs

Marketing the artistic items

Marketing is an important component of artwork. It ensures that the items are made for a purpose and are of benefit. Artistic products that have been made can be a source of income to you and your learners. Therefore, it is very important to make products that are of good quality so that the community can easily buy them.

For effective marketing of the artistic items, you should consider the following points:

Cost

Take note that expensive items do not sell fast. When costing the artistic items, make sure the prices of the items are reasonable and affordable so that the community can easily buy.

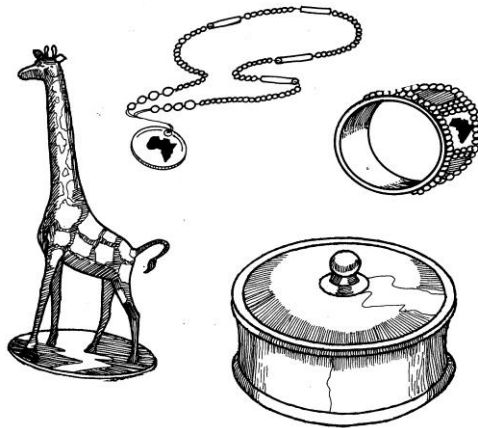
Advertising

It is necessary to advertise the artistic items that are made. This ensures that most people in the community know the items that are on sale. There are various ways of advertising the artistic items made like advertising on radio, television, newspapers or going to meet people to convince them that they will not regret buying the items. Remember to give the date, time and venue for the sale. It is also important to advertise in good time so that all interested people plan properly for buying the items.

Selling items

For each and the every artistic item that you will sale, make sure you have the maximum and minimum prices. Place the price on the items as your starting point, and as the customers bargain, you may come down to your minimum price.

When teaching making of artistic representations, you should take responsibility to support and help the learners to acquire these marketing skills so that they can engage in more profitable artworks.



Artistic products at a market place

Marketing artistic representations

Activity 1: Mock marketing artistic representations

Your lecturer will ask you to:

- 1 use the artistic items produced in Activity 2 – “producing artistic representations” to
- 2 prepare a mock market with your friends. Remember to follow the marketing procedure.

Marketing artistic representations

It could be very difficult to teach marketing artistic items if learners are not involved in practical activities. Using learners’ experiences would assist them to understand better the topic. Here are some of the activities that can be done:

Activity 2 Practising marketing artistic representations

On your own ask learners to:

- 1 brainstorm activities that are done during marketing of different artistic items in their community.
- 2 explain various ways of advertising artistic items in their community
- 3 practice mock marketing artistic items made.

Tips

Use appropriate teaching, learning and assessment resources and methods when planning and teaching the topic. Involve all learners and adapt the activities to suit learners with special educational needs.

Identifying appropriate resources in teaching making artistic representations

When teaching making artistic representations, it is very important to use appropriate resources so that learners understand clearly the concepts. There is need to use locally available resources for them to appreciate and utilize their use.

To facilitate teaching and learning process, you should use the three main categories of teaching and learning resources. These are:

Visual aids

To help learners to learn through seeing for example you can show learners different artistic items like molded items, woven items, sewn items and plaited items. These may include clay pots, mats, dresses, shirts, ropes, and wooden spoons.

Audio aids

To help learners to learn through hearing for example you can record an artist talking about how to make artistic items and learners can listen through the radio.

Audio-visual aids

To help learners to learn through both senses of sight and hearing. For example you can use video clips on making artistic representations and learners may see and hear for themselves.

Teaching resources are sometimes difficult to get. You should be creative to improvise teaching and learning materials from the local environment. For example, if the school has no clay soil, you teach your learners how to make pulp from used papers (Papier Mache') and use it. There are many other resources that can be improvised and appropriate for teaching making of artistic representations. Other examples include use of rags or papers if there is no commercial ball, use of cartons if there is no cupboard.

Resources for teaching making artistic representations

Activity 1 Discussing resources for teaching making of artistic representations

Your lecturer will ask you to:

- 1 find out the resources used in teaching the topic "making artistic representations"
- 2 discuss the suitable resources for teaching making artistic representations in the infant, junior and senior

Tips

Use appropriate instructional materials for the primary levels to do the activity.

Using appropriate teaching, learning and assessment methods in teaching making artistic representations

When teaching making artistic representations, you need to use appropriate teaching methods that will cater for all learners. This will help all learners including those with special educational needs to learn better.

There are various teaching methods you can use when teaching making artistic representations. These methods should be more learner-centered so that learners discover their abilities and practice the activities with a clear understanding. Some of the methods include:

- brainstorming
- think -pair-share
- gallery walk
- demonstration
- practice
- group work

It is very important to understand each method so that you know when to use it to make your teaching very effective.

Activity 1 Identifying suitable teaching, learning and assessment methods for teaching making artistic representations

Your lecturer will ask you to:

- 1 use the table below, to list suitable methods for teaching making artistic representations in the primary school

Primary level section	Suitable methods to be used
Infant section (standard 1- 2)	
Junior section (standard 3- 4)	
Senior section (standard 5- 8)	

- 2 develop appropriate assessment tools that can be used to evaluate the teaching of making artistic representations.

Tip
Use appropriate resources to do the activity.

Conducting lessons on making artistic representations

In this topic you will also learn how to conduct lessons in all three sections of the primary school on making artistic representations. Before conducting any lesson, there is need to plan using appropriate teaching, learning and assessment resources. These may include, schemes of work, teacher's guide, learners' book and timetable.

When conducting the lessons, you should use appropriate teaching methods, resources and skills for effective delivery of the lessons so that learners must achieve the success criteria of the lesson.

Activity 2 Presenting lessons on making artistic representations

On your own:

- 1 prepare a lesson on teaching making artistic representation for:
 - infant section

- junior section
 - senior section
- 2 present the lessons
 - 3 evaluate the lessons

Tips

- 1 Use appropriate primary instructional materials to design the lessons
- 2 Use the lesson plans to micro teach

Summary

In this topic, you have learnt the teaching of making artistic representations. You have learnt how to produce a variety of artistic representations of items to meet the needs of the community, market the artistic items, identify appropriate resources and for teaching making artistic representations, use appropriate methods when teaching and conduct lessons on making artistic representations. This knowledge will help you on various ways of producing artistic items and delivering your lessons effectively and efficiently.

Reflection and assessment

- 1 Identify some familiar items used in the home
- 2 Explain how to have an effective marketing of artistic representations.
- 3 Describe the appropriate teaching, learning and assessment resources for teaching artistic representations

Glossary

Art work: art product

Pulp: mashed papers

Representation: symbol

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TOPIC 10 The teaching of competence in sporting and artistic activities

Time 3 hours

Introduction

Competence is the ability of an individual or group of individuals to do something with skill and know-how. It is how skilled and effective a person or group perceive themselves to be in a particular situation. For example, a competent dancer will outshine all other dancers using dancing and other skills that he/she has. In artistic activities, e.g. drawing, carving, weaving, knitting, competence refers to the individual producing skilled products that attract people and distinguish or associate the product with that individual.

Success criteria

Student teachers must be able to:

- produce aesthetic artworks
- demonstrate competence in various forms of physical, sporting and artistic activities
- identify appropriate resources in teaching physical, sporting and artistic competence
- apply appropriate teaching, learning and assessment methods in teaching physical, sporting and artistic competence
- conduct lessons on physical, sporting and artistic competence

In Physical education and sporting activities, competence is the ability of the athlete to master skills for a particular activity and perform the activity using those skills and technical

know-how when to use them. For example, a long distance runner has to know how to endure the long distance and the pace to use among other skills. This helps to win the competition.

Competence in sporting, physical and artistic activities is very important as it:

- brings intrinsic motivation among the athletes and eventually achieve individual or group success
- increases the chance of the person or group of people to continue with the sporting, physical and artistic activities
- helps people develop new skills as they want to do better than what they are doing
- provides a better chance of the athlete reaching a maintenance level of physical activity as he/she gains more confidence in the activity.
- enables athletes especially young learners to form lifelong physical activities which will benefit them

Competence among primary school learners can be achieved through some of the following ways:

- give easier tasks first that will make them master easier skills before moderately challenging and complicated ones
- praise students for the effort that they put in and not just their successful attempts. This helps to

develop confidence and eventually competence

- Encourage students to focus on mastering the skills and improving against their previous performance rather than always comparing and competing with others.
- provide informative and constructive feedback. For example, instead of asking students to “hit or throw harder”, find out the root cause of their poor execution and correct their skill or movement e.g. “turn your shoulder” (create more backswing), “follow-through”, “snap your wrist” etc.

We need to first define the meaning of competence in general. Then define meaning of competence in artistic works; and meaning of competence in physical education and sporting activities. A bit of importance of competence in sporting and artistic work could also enhance knowledge and clarity of this topic.

Artists and athletes beautify their products and performances. This is done to attract spectators or viewers. In moulding for example, a clay pot may be fired or incisions put to make the pot look attractive. In communities, people decorate their houses with different paints. In mud houses people use different drawings e.g. flowers to decorate their houses. The beautification of artistic products is called Aesthetics. It is an important aspect of artists. Designers mix up colours or make dyed cloth to ensure that there is beauty.

As artists and athletes perform their sporting and artistic activities, they need to be physically fit. Without fitness, most of the activities would stall. In our daily life, some activities can help us to be physically fit for example walking a given distance every day; running and riding a bicycle. These activities should be done purposefully. Primary school learners also need to be physically fit if teaching and learning will be effective. They should be engaged in meaningful practical activities in and outside school.

One of the activities that effectively improves physical fitness is aerobics. The activity involves body movements accompanied by music. There is an instructor who everybody mirrors. As you perform aerobics, you improve the heart rate and at the same time engage different muscles to be fit. You need to engage in different types of aerobics to improve the fitness levels of the learners.

Aesthetic artworks

Aesthetic artworks are artistic items that are appealing and beautiful to both the artist and the viewer. The artworks provide intellectual stimulation to a viewer. The products can be functional or decorative for example a carved wooden spoon, a clay pot, furniture, embroidery and basketry.

There are different ways how aesthetics can be done. These include:

- making incisions on the product e.g. on clay pots

- painting or colouring the product e.g. using blue colour for water bodies or the sky
- making good designs of the product you want to make
- dressing the artistic items e.g. dolls and puppets
- dyeing e.g. cloth

Activity 1 Identifying topics that deal with aesthetics

Your lecturer will ask you to:

- 1 identify the topics that deal with aesthetics from the Primary school syllabuses
- 2 mould a clay pot. decorate the pot to improve its outlook
- 3 discuss other ways of improving the appearance of pottery products.

Tips

- 1 Make a collection of different artistic products that have been decorated.
- 2 Analyse how the artistic products have been decorated.
- 3 List the different ways you have analysed.

Activity 2 Making artistic products

On your own: ask learners to:

- 1 bring different artistic products to class
- 2 analyse the products make their own products and decorate them
- 3 display the products for others to see and comment on

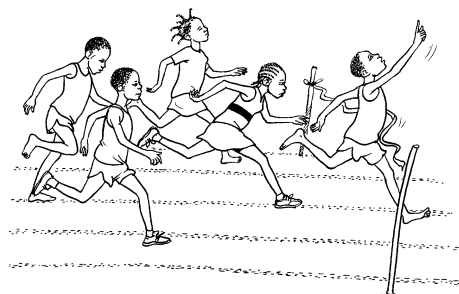
Tips

- 1 Find out from the community the different artistic products that they make.
- 2 Ask them how they decorate the artistic products.
- 3 Make a research on different ways of making artistic products look beautiful from books or websites.

Physical fitness

Meaning

Physical fitness is a general state of good health and well-being with the body's ability to function efficiently and effectively in work and leisure activities without unnecessary tiredness. Physical fitness encompasses the physical, emotional and mental fitness.



Male and female athletes running

Importance of physical fitness/ exercises

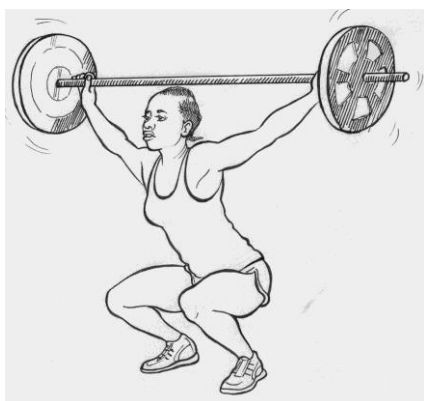
- Helps to control blood pressure by making the heart stronger and more efficient
- Controls or regulates body weight. Individuals who keep up physical fitness levels generally regulate their distribution of body fat and stay away from obesity.

- Reduces anxiety and depression: physical exercises have fun and enjoyment in them. As you perform them your mind is worked up and concentration increases. In addition, physical fitness increases your body's temperature which results in a calming effect toward the individual.
- Reduces the risk of disease as the body burns most of the fats associated with cancer or diabetes
- Improves your balance

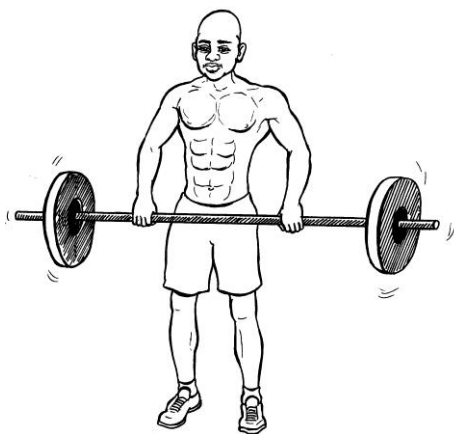
Main components of physical fitness

Muscular Strength

It is the ability of the muscles to lift and/or carry heavy objects. It is the maximum pull or push that can be exerted one time by a muscle group.



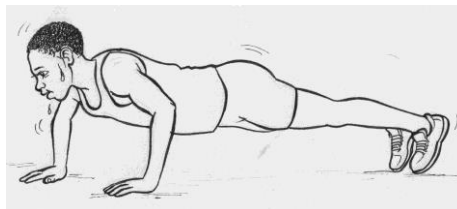
Woman doing weight lifting



Man doing weight lifting

Muscular endurance

Endurance is the ability of the muscles to perform contractions for extended periods of time. Rather than just lifting or carrying something for a few seconds, the muscles are used for a longer period of time.



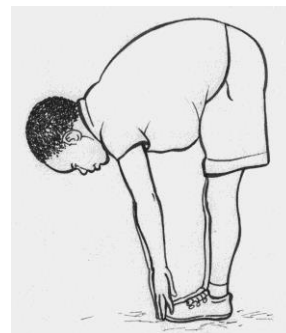
A person doing push-ups

Cardiovascular endurance

The cardiovascular system is made up of the heart, lungs and blood vessels. Cardiovascular endurance is the ability of the heart, lungs and blood vessels to fuel your body with enough oxygen needed by your muscles, for the work they are doing for extended periods of time. Activities like running, jogging, swimming, cycling can help to develop cardiovascular endurance.

Flexibility

This is the ability of the body especially the joints or a group of joints to make a range of movements without pain or stiffness. It can be achieved through making different stretches.



Learner bending to touch the toes in standing position

Body fat composition

This is the amount of fat on your body. If one has more fat than required, they lack fitness. As a general guideline on fat composition, males must have a body fat composition lower than 17% and females must have a body fat composition lower than 24% of total body weight

Skill-based components of fitness

These are components that are specifically for people taking part in sports and skill development. These components are: *agility, balance, coordination, power, reaction time, and speed.*

Agility – The ability to stop, start, and change directions quickly



A soccer player dribbling the ball around defenders

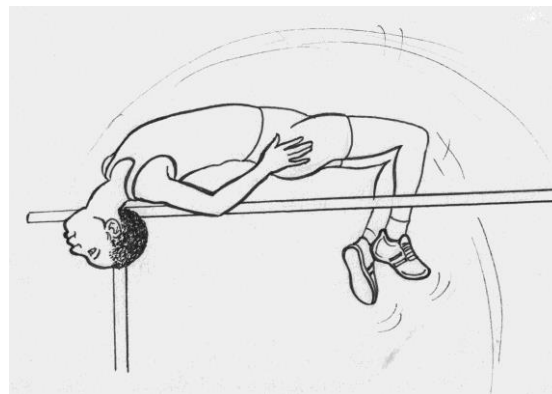
Balance – Controlling body positions while standing still or moving e.g. in gymnastics



Standing on one foot with arms outstretched

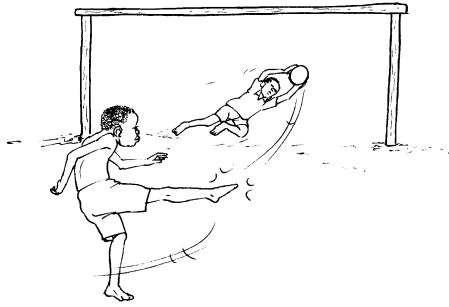
Coordination – Making movements work together smoothly. This usually consists of upper and lower body movements being performed at the same time.

Power – The ability to use muscle strength quickly eg, *in jumping exercises (long or high jump) and running*



An athlete performing High jump

Reaction time – How quickly an individual responds to a stimulus e.g. *playing tennis or table tennis, or starting a 100 meter sprint,*



A soccer goalie saving a ball kicked at the goal

Speed – Performing a movement or covering a distance in a short period of time e.g. *100 meter sprint, swimming 50 meters as fast as possible*

It is important to incorporate all the components of fitness in our daily exercises because it will help to perform daily routine tasks without fatigue and exhaustion.

How to achieve physical fitness

Physical fitness can be achieved through regular exercises/activities, sporting activities, e.g. playing ball games, athletics, playing with obstacles, aerobics and a healthy diet. In addition, physical fitness can be improved if proper training techniques are established, exercise is consistent, mental focus is adhered to and self-discipline is exercised.

Obstacles

Obstacles are any deliberate physical barriers or obstructions that are put along the way of an athlete to enhance performance e.g. a net in tennis and volleyball, hurdles in track events and a cross bar in high jump. Obstacles are put for the following reasons:

- To make the activity more competitive e.g. high jump and athletics
- Make the activity more difficult
- Promote physical fitness

Aerobics

These are activities that involve body movements accompanied by music/dance. In most cases, people performing aerobics mirror the leader. Aerobic activities increase your breathing and heart rate. Aerobics make you sweat, cause you to breathe harder, and gets your heart beating faster than at rest.

Importance of aerobics

- stimulates the heart and breathing rates to have more oxygen and breath to finish an activity
- improves fitness and increases energy
- improves both physical and emotional health
- prevents/reduces the chance of developing some cancers, diabetes, depression, and cardiovascular disease
- Helps reduce body fat, stress, tension, anxiety and depression
- Helps you to have a healthy weight
- Increases endurance, which means you can work out longer without getting tired

Types of Aerobics

High impact/Vigorous intensity

These involve a lot of jumping

Low impact/moderate intensity

This involves rhythmic movements that usually move the large muscle groups. One foot touches the ground always in most cases

Water aerobics

This involves swimming and splashing water around swimming pools. It is good for burning out

unwanted flab in the body. It improves heart fitness and muscle strength.

Tai-Bo

This involves kicks and punches

Step aerobics

This involves moving up and down the steps or from a platform.

Aerobics and dance

Aerobics and dance are different. The major differences are stated below:

	Aerobics	Dance
1	Done to improve fitness	Usually for entertainment
2	Done through mirroring	Involves creativity
3	Lots of repetitions of movements to increase heart beat	Different dance styles to entertain
4	Has sequence from warm ups to cool downs	Starts vigorously and ends the same way

Activity 1 Performing gymnastic activities

Your lecturer will ask you to:

- 1 perform some gymnastic activities with members of your class.
Identify the different components of physical fitness each activity addresses
- 2 make a list of physical activities that a teacher can do for each of the following:
 - a. Infant classes
 - b. Junior classes
 - c. Senior classes

- 3 study each of the five components of physical fitness. Make a list of two activities for each component. Use the activities to develop your fitness levels.
- 4 draw up a fitness programme that includes activities and time schedules for the learners you will teach in infant, junior and senior primary school.

Tips

You should have videos and music showing aerobic activities. Students should have sports attire to perform the activities. In addition, ensure you have a musical instrument that will be used during the activity

Activity 2 Performing aerobics activities with learners

On your own ask learners to:

- 1 list activities they can do to achieve physical fitness levels for different parts of their body.
- 2 perform different types of activities and aerobics to be physically fit.
- 3 develop their own physical fitness schedule.

(They should include activities and times when they will engage in the activities. What different parts of the body do the different activities use to achieve physical fitness?)

Tips

Ensure you have enough reasons for and against the statement. Share how walking can help in physical fitness. Prepare music to use in teaching aerobics.

Teaching lessons on physical, sporting and artistic competence

The National primary curriculum has different topics on physical, sporting and artistic competences. In order to make the lessons successful, you need to have adequate and relevant resources for each topic to be taught. As a teacher you should use locally available resources such as *mlaza*, traditional songs, and traditional games among other resources.

In addition, a teacher should select appropriate methods to deliver the content. Competence in physical exercise, sports and creative works is only achieved through practice. Therefore methods used should be those that involve learners doing the activities. Methods of teaching should also make the learners to think about how best to create things and expressing themselves.

Activity 3 Micro-teaching on physical education

Your lecturer will ask you to:

- 1 select one class in the lower primary and one in the upper primary school and make a list of topics that deal with Physical, sporting and artistic competence
- 2 choose one activity from one of the classes that you have chosen and identify the resources you will use in the lesson
- 3 explain how you will use each of the resources during the lesson and how the resource will make the lesson successful.
- 4 develop a lesson plan on the activity in 2 (above).

- 5 Share your lesson plan with another group or a partner to get feedback.
- 6 use the lesson plan for peer and team teaching: (*one teaches the introduction, another the developmental steps and the last one conclusion of the lesson*)
- 7 get feedback on the lesson you have taught in plenary
- 8 discuss methods of teaching and assessing a lesson on physical education or sporting activities in order to promote competence in this area among primary school learners

Tips

Go through the national primary curriculum and Expressive arts teachers' guides. Have a list of topics that fall under physical, sporting and artistic activities. Also have samples of lesson plans in Expressive arts. Be conversant with the lesson observation form.

Summary

This topic has covered the meaning and importance of physical fitness and aerobics, components of physical fitness, types of aerobics, differences between aerobics and dance and teaching, learning and assessment methods for teaching competence in sporting and artistic works.

Reflection and assessment

- 1 Make a list of songs and dances that have aerobic aspects in them. Use the songs and dances to teach learners in:
 - a. infant classes
 - b. junior classes
 - c. senior classes

- 2 What type of aerobic activities could be best used for infant, junior and senior primary? Explain your answers to members of your group.
- 3 How does aerobics help to deal with each of the following:
 - a. body fat
 - b. stress
 - c. stimulating the heart rate
- 4 Why is self-discipline important to achieve physical fitness?
- 5 Give two practical examples of activities that show agility when performing sporting activities.
- 6 How do artistic products give intellectual stimulation to a viewer?

Glossary

<i>Aesthetics:</i>	beauty of an item
<i>Depression:</i>	feeling miserable and unhappy
<i>Endurance:</i>	working for a long time without tiring
<i>Fatigue:</i>	tiredness resulting from mental activity
<i>Flab:</i>	excess weight or fat
<i>Mirroring</i>	following the movements of the one leading the aerobic activity
<i>Obesity:</i>	extremely overweight
<i>Self-discipline:</i>	sticking to your physical fitness programme
<i>Stressed:</i>	looking worried and anxious

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Further reading

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- www.medicinenet.com/aerobic_exercise/article.htm
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- <https://www.alleydog.com/glossary/definition.php?term=Perceived%20Competence>

TOPIC 11 Teaching multicultural artistic activities

Time 3 hours

Introduction

Children have to be exposed to global art while studying the art around them. Multicultural artistic activities are from different cultures within the country and beyond. This implies appreciating the arts in one's own culture and also the arts in other cultures.

In this topic, therefore, you will be exposed to teaching multicultural activities by looking at global artistic activities and developing plays from stories from Africa and beyond. After that, a discussion on teaching, learning and assessment resources and methods is presented.

Success criteria

Student teachers must be able to:

- identify global artistic activities.
- use stories from Africa and beyond to develop plays.
- apply appropriate resources in teaching multicultural artistic activities.
- apply appropriate teaching, learning and assessment methods in teaching multicultural artistic activities.
- conduct lessons on multicultural artistic activities.

Global artistic activities

Global art refers to the art worldwide and its interrelated phenomena.

Different races and tribes have their

artistic activities in form of dance, songs and artefacts. The performance of such activities goes with certain events and ceremonies. In studying such arts it is possible to discover common cultural experiences in dances, songs and language, particularly, in neighbouring countries and also people in the same continent. For instance, the use of some instruments like drum is common in African countries. Countries like Malawi, Mozambique and Zambia have common dances, songs and instruments.

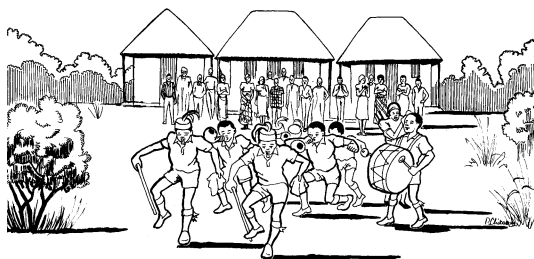
Activity 1: Researching on global artistic activities

Your lecturer will ask you to:

- 1 carry out an independent research into global artistic activities to identify:
 - common musical instruments in Africa and the world.
 - common dances and songs in Malawi, Mozambique, Zambia and Tanzania.
- 2 study expressive arts instructional materials. How are global artistic activities covered in primary schools?
- 3 have a class discussion on why it is important to know cultural activities of other countries.

Tips

- 1 Use appropriate internet research tools to identify global artistic activities.
- 2 Use all expressive arts instructional materials.



Traditional dances

Activity 2: Identifying songs and dances from other countries

On your own ask learners to:

- 1 be in groups to do the following:
- 2 collect pictures or illustration of dances from different cultures.
- 3 discuss what they see.
- 4 identify the dances.
- 5 demonstrate the dance
- 6 share in plenary

Tips

Use expressive arts instructional materials

Stories from Africa and beyond in plays

Africans are storytellers. They have been telling stories in the evening around a fire and there are several folktales in each and every African community. Modern African writers have also written several stories which are published worldwide. These stories are written or told to educate the people. It is possible, therefore, to develop plays from these stories.

However, playwriting is not simple. A play ought to be credible. That is the action in it must flow logically from the characters, the situation and the theatrical context provided. A playwright must make sure that the lines in the play are those that can indeed be spoken and staged. This is essential especially when the play is an adaptation of a story.

Activity 1 Developing a play from stories from Africa and beyond

Your lecturer will ask you to:

- 1 identify and share any stories from Africa, Europe and Asia.
- 2 discuss the stageability of those stories.
- 3 develop plays from the stories discussed in (2).

Tips
Follow guidelines for play writing.

Preparing resources in teaching multicultural artistic activities

Songs, dances and plays require costume that is associated with the theme and the context being displayed. Being the major element in the theatrical experience, costume is one essential resource for teaching this topic in primary schools. A student teacher ought to analyse the context and themes of these artistic activities before preparing costume. A good teacher of performing arts is the one who creates effective works of visual art to help the learners to perform. The student teacher should consider the following in preparing costume as a resource:

Activity Preparing costumes for teaching multicultural activities

Your lecturer will ask you to:

- 1 analyse themes and context of the artistic activities that have been developed in activities 2 and 3:
 - i. Songs from other countries
 - ii. Dances from other countries
 - iii. Plays from stories from Africa and beyond

- 2 discuss the kind of costumes that can fit for the artistic activities analysed in activity 1
- 3 prepare the costume.

Tips

- 1 When developing costume, consider the theme and context of the productions be it song, dance or play.
- 2 Consider ICT in developing plays.

Observing a lesson on teaching multi-cultural activities

As indicated earlier on in the module, as a teacher, you are a life-long learner. As such, you need to learn from others. You need to observe experienced fellow teachers or your lecturers teaching.

Activity 1 Observing a lesson on multicultural activities

Your lecturer will ask you to:

- 1 observe a lesson on teaching of multi-cultural artistic activities.
- 2 identify the teaching, learning and assessment methods and resources used during the lesson.
- 3 discuss the strengths and challenges observed in the lesson.

Applying teaching, learning and assessment methods in teaching multicultural artistic activities

This topic is very practical as learners have to identify songs and dances and perform them. Then they must develop plays from stories. The teaching, learning and assessment methods have to be geared towards achieving those outcomes. A student teacher has to make sure learners are

given chance to achieve that. To do that, student teachers have to identify suitable methods to teach the topic.

Activity 1 Identifying teaching, learning and assessment methods to teach multicultural artistic activities

Your lecturer will ask you to:

- 1 discuss teaching, learning and assessment methods that can be used to motivate learners in the development of plays from stories.
- 2 describe teaching, learning and assessment methods that can give learners chance to practise their artistic activities.

Tips

Use knowledge acquired in Foundation studies.

Activity 2 Conducting lessons on multicultural artistic activities

Your lecturer will ask you to:

- a) design a lesson in which learners are asked to develop a play from stories from Africa and beyond. This lesson should focus on developing the play, rehearsing, performing and evaluating the performances.
- b) perform the play
- c) peer-evaluate the lesson focusing on using appropriate methods, resources and assessment procedures.

Activity 3: Performing plays

On your own ask learners to:

- 1 let learners read some stories from Africa and beyond.
- 2 let them discuss how the stories can be developed into plays
- 3 assign each other roles to the plays.
- 4 rehearse and perform the play.
- 5 evaluate the performances of their friends.

Summary

This topic has introduced student teachers to songs and dances from Africa and beyond. It has also exposed them to developing plays from stories. It has also introduced them to teaching, learning and assessment resources and methods for teaching multicultural artistic activities. A teacher must be aware that there are modern ways of communication which are used for storytelling like television, radio, internet and social media. A teacher must consider them as a resource for teaching.

Reflection and assessment

- 1 Describe what to consider when developing a play.
- 2 What are multicultural artistic activities common in Malawi and neighbouring countries?
- 3 Discuss dances that are from Malawi and other countries.
- 4 From what you have learnt in this topic, suggest any key tips for effective teaching of multicultural artistic activities.
- 5 Developing a play from stories is not easy. Suggest activities that you could use in class to make sure learners find it easy to develop plays.

Glossary

Global art: is the art worldwide and its interrelated phenomena

Multicultural arts: are activities from different cultures.

Stageability: means a story being able to be turned into a play and be staged.

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Further reading

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