

Initial Primary Teacher Education

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Expressive arts

Module 2



Malawi Institute of Education

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Prepared and published by

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Foreword

Education is the lifeblood of a nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively in efforts to promote and sustain a country's socio-economic development.

Parents and 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 develop high standards of conduct, attitudes and a sense of responsibility.

The function of teacher education in Malawi is to prepare student teachers and those already in the teaching service to help learners fulfill their potential and the expectations of society. This can be achieved by helping learners acquire the right knowledge, skills and attitudes to enable them to function as responsible citizens. In line with this goal, the current primary curriculum was reviewed to ensure that it focuses on the development of the whole child.

One of the shortfalls of the previous primary school curriculum was overloading within subjects and across the curriculum. The reformed primary curriculum addresses the issue of overloading by introducing learning areas. In order to align the teacher education curriculum with the reformed primary curriculum, the Ministry of Education through Malawi Institute of Education reviewed the primary teacher education curriculum.

New modules for delivering the new IPTE curriculum were developed by subject panels. We are grateful to all the professionals who took part in the curriculum review process. It is the Ministry's expectation that both teacher trainers and student teachers will take the training seriously in order to achieve the country's national goals.

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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 endeavours 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 pupils

Rationale

Expressive arts is an integration of music, dance, creative arts, drama and physical education. One main reason for the integration of these subjects is that they have similar fundamental principles. Expressive Arts will equip student teachers with skills, knowledge, values and attitudes in order to teach effectively. It also helps students to develop holistically.

Teacher education philosophy

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

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

The philosophy is expected to be pursued during the implementation of the curriculum and when supporting teachers after their qualification.

IPTE program 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 matter 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.	Out in teaching practice schools, practising teaching.	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 matter (courses) follows the modular approach.
- Student teachers will be allowed to practice teaching mainly in the lower classes (Standards 1 to 4). However, they may be given the opportunity to practice teaching in upper classes (Standards 5 to 8).
- Cross cutting issues such as assessment for learning, ICT, inclusive education, gender and critical thinking are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects reality 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 year one and the first term of second year. Students will be back to college in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences during teaching practice and then wind up their studies.

This curriculum has adopted a modular design 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 with related content forms a module in a subject. A module consists of 40 contact hours.

Although the programme is modular, four subjects, Chichewa, English, mathematics and education foundation studies, will be offered throughout the two years while the remaining subjects will be spread across the two years.

IPTE outcomes based curriculum

An outcomes-based curriculum is focused on students' achievement. To achieve the outcomes, students are introduced to new knowledge in the context of their existing knowledge so that they can develop new understandings. The process of learning is integral to the final product. The products are the outcomes, which student teachers achieve in terms of teaching competencies and must be clearly stated before they begin teaching. The achievements made at college however will only be truly beneficial when student teachers transfer the knowledge, skills and desirable attitudes beyond college and view learning as a life-long process. This is essential to keep pace with transition from college to practical classroom experiences.

There is need for student teachers to acquire knowledge, skills and desirable values and attitudes to enable them to implement the primary curriculum. Student teachers should be fully conversant with education foundation studies and subjects taught in schools.

Learning areas and core elements

A learning area is an organized body of required knowledge, skills, values and desirable attitudes that serve as a foundation for future learning. Each learning area has a rationale from which core elements are derived. The IPTE curriculum comprises eleven learning areas namely agriculture, science and technology, mathematics, expressive arts, Chichewa, English, education foundation studies, social studies, life skills education, religious studies and human ecology. Each learning area has four or more core elements.

Teacher education core element outcomes

Teacher education core element outcomes are descriptions of the competencies to be acquired by the student teacher for successful teaching.

Progression of learning areas into subjects in the primary senior phase

Student teachers should know that during infant and junior phases, teaching and learning will centre on learning areas instead of isolated subjects. However, the curriculum will revert to subjects in the senior phase in line with the secondary school curriculum. For this reason, student teachers will study both learning areas and subjects.

IPTE assessment procedures

In Outcomes-Based Education (OBE), assessment is an important part of the teaching and learning process. The main purpose of assessment is to facilitate learning by constant monitoring of the progress of individual learners. The process is on-going and it uses clearly defined criteria with a variety of tools, methods and techniques in different situations and contexts. This helps to gather valid and reliable information on the learners' achievement of outcomes.

Assessment in primary teacher education in Malawi comprises two major components: continuous and summative assessment. Both modes involve assessment tasks that measure the student teachers' achievement of knowledge, skills, values and attitudes. These tasks include oral presentations, practical tasks, reports, research, tests and examinations.

In the reviewed curriculum, the weighting of continuous assessment in the final grade will be *60% continuous assessment* and *40% summative assessment*.

TOPIC 1

Teaching expressive arts

Time: 4 hours

Introduction

You have taught expressive arts for two terms during teaching practice. In the course of doing so, you had different experiences, including some challenging ones. You also used different strategies to overcome the challenges. Some strategies may have worked well, while others may not. In this topic, you will have an opportunity to reflect on your teaching experiences of teaching expressive arts and the strategies you used to overcome the challenges you may have had.

Success criteria

Student teachers must be able to:

- reflect on their teaching practice experiences while teaching expressive arts
- analyse the strategies they used to overcome the challenges encountered during their teaching of expressive arts

Background information

Reflection in teaching is about looking back at how you taught. This process helps teachers identify successes as well as challenging experiences in their teaching. Reflection enables the teacher to identify alternative solutions to challenges encountered during his/her teaching of the lesson.

As indicated in Topic 1 in Module 1, you were expected to select methods to make learners active and creative and at the same time to develop various skills in learners. Some of these methods are *mix, freeze, pair; future's wheels; author's chair, jigsaw, one stays three strays, walk around talk around, bus stop, mind mapping, ball bearing and card collecting and clustering*. Some of the skills that can be developed through learning expressive arts in learners are as follows:

Creativity

Learners develop creativity as they are engaged in various activities such as composing songs, designing different artistic items and developing plays and dance steps.

Confidence

Learners develop confidence because they are involved in different artistic activities such as singing, dancing and performing drama.

Problem solving

Learners develop problem solving skills as they are involved in the production of different artistic items. For example, in producing different artistic items, learners have to decide on the type of suitable raw materials for producing the different artistic items as well as how to process the raw materials to come up with quality artistic items.

Non-verbal communication

Learners develop non-verbal communication skills through artistic and sporting activities.

Collaboration

Most sporting and artistic activities require working cooperatively or as a team to be performed effectively. As learners get involved in team sports, for example, football, netball and other team sports, they develop skills working collaboratively.

The strategies and methods which you were expected to use in your teaching practice were also needed to enable you to cater for learner diversity. As indicated earlier in Topic 1, in Module 1, Expressive arts can also be used to provide successful learning experiences for learners with different kinds of needs. Learners therefore should be encouraged to focus on their talents and abilities while also sharing them with others.

Tasks

There are two tasks in this topic.

Task 1 Reflecting on experiences of teaching expressive arts

In the first term of your first year of your studies, you were introduced to different approaches in the teaching of expressive arts. You need to use different methods in your lesson presentations to motivate learners. You learnt that the choice of methods you can use in your expressive arts lessons is dependent on the content being taught, the needs of the students and your own resourcefulness and creativity. Knowledge of the subject

matter helps you to teach the topics in a subject more effectively. The last two terms gave you an opportunity to put the theory of teaching expressive arts into practice. You will now reflect on your experiences of teaching the subject during your teaching practice.

Activity 1 Reflecting on experiences of teaching expressive arts

Your lecturer will ask you to be in groups to do the following:

- 1 Reflect on your teaching practice in terms 3 and 4 and identify your successful and challenging teaching experiences.
- 2 Discuss the strategies you used to involve all learners of different learning abilities during your expressive arts lessons.
- 3 Explain how the strategies you used to achieve inclusive education promoted the involvement of learners with different learning abilities in your Expressive arts lessons.
- 4 Discuss other strategies you can use to involve all learners, both boys and girls and those of different learning abilities in your expressive arts lessons.

Tip

You should be aware of the skills in expressive arts which inherently promote inclusive education in learners. You should therefore use those skills to involve learners with different abilities in your expressive arts lessons.

Task 2 Analysing strategies used to overcome challenges encountered during teaching practice

In Term 1, you looked at possible challenges you were likely to face during teaching practices. You may have faced some of the challenges you anticipated. Other challenges were related to you as a teacher while others were related to the school.

In Term1, you looked at possible solutions to the challenges that you were likely to encounter in teaching expressive arts. During the teaching practice, you probably discovered practical solutions to the problems you encountered

Activity 1 Analysing strategies used to overcome the challenges during teaching practice

Your lecturer will ask you to be in groups and:

- 1 Read the story below about the need for including learners with physical challenges in physical and sporting activities in expressive arts lessons and answer questions on the story.

Phunziro, a student teacher was teaching a practical lesson on football. There was one learner, Chiutsi, with a physical challenge. He was using a wheel chair. Phunziro told this learner to sit outside the football playing field and take care of his colleague's books.

- a. Assuming you were Phunziro, how would you involve Chiutsi in the lesson?

- b. Discuss various other types of physical challenges of learners and you can involve them actively in physical and sporting activities.

- 2 Study the lesson plans you used in teaching expressive arts during your teaching practice, and analyse the strategies which you adopted to deal with the challenges which you encountered during your teaching of expressive arts during your teaching practice.
- 3 Discuss other strategies which you can use to deal with the challenges you encountered during teaching practice.

Summary

In this topic, you have looked at different strategies to address different challenges that teachers experience in teaching expressive arts. It is important that you use different strategies to address challenges in the teaching of expressive arts in order to make the teaching of the subject effective. You have also learned how to use skills which inherently promote inclusive education to involve learners with different abilities in your expressive arts lessons.

Assessment and reflection

- 1 From your teaching practice, what do you think makes an effective expressive arts teacher?
- 2 How can you achieve an inclusive expressive arts classroom?

Glossary

Inclusive education: education that takes care of learner

Collaboration:

diversity in the
classroom
working
together

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TOPIC 2

Teaching forms of art depicting crosscutting issues

Time: 5 hours

Introduction

Forms of art affect emotions and feelings of people and in so doing enrich their lives. The school, being a place where the child spends a lot of time as he/she grows, has to expose the child to enriching experiences through the curriculum. Through art we communicate our feelings and our innermost creativity. Art depicts the social, material and cultural richness of a country, among others. We express ourselves and explore our problems in the world around us. Art, therefore, ought to depict crosscutting issues affecting the child and the society. There are many crosscutting issues that affect Malawi. Some of these issues are gender, HIV and AIDs, environmental degradation, corruption, democracy, child abuse and poverty.

This topic will enlighten you on several crosscutting issues which affect you directly or indirectly. It will also help you become part and parcel of the society in which you live.

Success criteria

Student teachers must be able to:

- create different forms of art depicting crosscutting issues
- perform different forms of art to communicate messages on crosscutting issues

- identify appropriate resources in teaching forms of art depicting crosscutting issues
- use appropriate teaching, learning and assessment methods for teaching forms of art depicting crosscutting issues
- conduct lessons on forms of art depicting crosscutting issues

Background information

Forms of art are media for artistic expression. There are various forms of art like music, dance, drama, painting, drawing, ceramics (pottery), sculpture, photography and films. One major characteristic of a form of art is that it should be appealing to the senses as it expresses the feelings and emotions of the artist to his/her audience. One way this is done is by depicting crosscutting issues affecting the society. The story within a form of art has to communicate a message from the artist to the audience. Of course, such a message is interpreted differently by different people. That is the beauty of art.

Learning forms of art enables you to teach them effectively. In teaching art forms, it is important to provide learners with actual examples of the forms. Learners should also be given chance to create and perform a variety of forms of art.

Tasks

There are five tasks in this topic.

Task 1 Creating different forms of art on crosscutting issues

Forms of art can be categorised into two, namely, performing arts and visual arts. Performing arts is a form of creative activity performed in front of an audience. Dance, music and drama are the major examples. Arts like paintings, drawing, ceramics, sculptures and posters are visual arts. Visual arts use resources like pencil, pen, charcoal, oil colours, posters, water colours and a surface to communicate artist's ideas, feelings and emotions. Learners should learn all these forms of arts.

Activity 1 Discussing different forms of art on crosscutting issues

Your lecturer will ask you to:

- 1 Brainstorm examples of different forms of performing and visual arts depicting crosscutting issues.
- 2 Discuss the crosscutting issues depicted in performing and visual forms of arts you identified.
- 3 Analyse the crosscutting issues included in senior classes' primary school instructional materials.

Activity 2 Creating different forms of art with learners in primary school

On your own:

- 1 Ask learners to sing songs they know.
- 2 Discuss the message from the songs.
- 3 Ask them to compose their own songs with different crosscutting issues with the same tune of the songs they know.

Tips

You can bring to class different posters with a variety of messages on crosscutting issues. The posters can guide the learners on various crosscutting issues on which they can base their songs.

Task 2 Performing different forms of art on crosscutting issues

Through different forms of art, artists communicate messages on crosscutting issues. Some of the forms of art that depict such issues are songs, dances and drama.

What is a song? It is a piece of music with words. It usually combines melody and vocals. It does not necessarily require having written instrumental pieces. Dancing, on the other hand, is moving rhythmically to music, typically following a set sequence of steps. Songs and dances are natural in African societies. Singing and dancing is part of life in the African society. Drama is an imitation of life presented in the form of a play. The play may have sections such as acts, scenes, stage directions, lines and props for characters taking part in the plot of a story. In drama, character is central in its production.

Activity 1 Researching on performing different forms of art

Your lecturer will ask you to:

- 1 Carry out research on popular Malawian artists in music, dance, drama and physical and sporting activities
- 2 Discuss the reasons why the artists you have come up with from your research are popular in the country.
- 3 Explain the ways through which the popular artists have contributed to the development of Malawi as a country.

Tips

You can use the internet to research on popular Malawian artists.

Task 3 Identifying appropriate resources in teaching forms of art on crosscutting issues

The community has enough resources which the teacher can employ in developing lessons on this topic. The school may have different posters which can be brought to class. The teacher and learners know a variety of songs sung in different situations and events. These could be some of the resources that can be used in this topic.

Activity 1 Preparing resources for teaching forms of art on crosscutting issues

Your lecturer will ask you to:

- 1 Suggest and develop resources that can be used in teaching crosscutting issues on each of the topics identified.

- 2 Isolate resources for teaching forms of art depicting crosscutting issues.
- 3 Develop a poster on any one crosscutting issue which you can use to teach in a senior class.
- 4 Develop an observation checklist for assessing learners' work produced in this topic.

Tips

Use expressive arts syllabus, learners' book and teachers' guide for Standard 5.

Task 4 Using appropriate teaching, learning and assessment methods for teaching forms of art depicting cross cutting issues

Teaching forms of art that depict crosscutting issues requires the involvement of learners in the actual creation of the forms. Using their experience can assist in discovering how crosscutting issues are depicted in their society. The teacher ought to be more of a facilitator than the centre of the creation of the forms of art. A teacher ought to have an observation checklist to check how much children know. The checklist will ensure how much children know of different situations and events being depicted in the artwork.

Activity 1 Using appropriate teaching, learning and assessment methods for teaching forms of art on crosscutting issues

- 1 Develop a tool that can be used to assess learners in a performance. The assessment should consider the following:
 - a. the relevance of the crosscutting message
 - b. the art form
 - c. appropriateness in terms of the age of the learners in the senior level.
- 2 Discuss how the teaching, learning and assessment methods could be used in the class

Task 5 Conducting lessons on forms of art on crosscutting issues

For effective teaching and learning, use appropriate instructional materials such as syllabuses, teacher's guides and learner's books in preparing for lessons in all the three levels. It is also important to use a variety of teaching, learning and assessment methods and resources.

Teaching requires preparation of resources. Teaching forms of art is, therefore, not an exception. However, teaching this topic is in itself a creation of resources that can be used in various situations. That is essentially what creativity is all about. With the resources made, a teacher has to put the learners in a creative situation. The various resources for a form of art must be made available for the learners. The teacher must also be creative and resourceful to improvise the resources.

Activity 1 Preparing and presenting lessons on forms of art on crosscutting issues

Your lecturer will ask you to:

- 1 Develop a lesson plan in which learners will perform a play on crosscutting issues in any of the senior classes.
- 2 Use the lesson plans to micro-teach
- 3 Peer evaluate the lessons.

Summary

In this topic, you have explored the teaching of visual and performing forms of art on crosscutting issues. Various examples of forms of art have been outlined and activities on how they could depict crosscutting issues have been suggested.

Assessment and reflection

- 1 Explain ways in which various forms of art depict crosscutting issues in the society.
- 2 Describe relevant resources you would use in teaching forms of art depicting crosscutting issues.
- 3 How can you assess learners in a drama performance?
- 4 Develop a checklist to assess a play based on:
 - a. the crosscutting message
 - b. the creativity in the artistic work or performance.
- 5 From what you have learnt in this topic, suggest any key tips for effective teaching of crosscutting issues in expressive arts.
- 6 Discuss some of the challenges you would face in the teaching of forms of art depicting crosscutting issues in each of the three primary school sections.

Glossary

Forms of art mediums for artistic expression.

Performing arts form of creative activity performed in front of the audience

Visual arts are arts like paintings, sculptures and posters

Plot the manner in which a story has been told in a play or book

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For further reading

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TOPIC 3

Teaching how to interpret artworks

Time: 4 hours

Introduction

Different societies have symbols which are interpreted differently by those who use them. People are able to communicate through these symbols. The fundamental principle is that a symbol has only the meaning that people have given it. In this topic, you will learn about teaching interpreting artworks and its importance. This knowledge will help you and your learners to interpret various art symbols and then appreciate the use of such symbols in a society.

Success criteria

Student teachers must be able to:

- explain the meaning of various art symbols
- explain the importance of various art symbols
- identify appropriate resources in the teaching of interpreting art works
- apply appropriate teaching, learning and assessment methods for teaching interpreting art works
- conduct lessons on how to interpret artworks

Background information

In our everyday life, we use symbols to communicate with others what is happening in the surrounding. Symbols are things that stand for other things. For example, people are able to communicate through letters and

numerals which are merely art symbols. The art symbols may differ from one society to another. Symbols are well understood by the people who use them. Art symbols can be in the form of drawings, carvings, letters, writings, songs and gestures. It is important to teach children how to interpret art. In addition, knowledge of the meaning of traditional art symbols can assist learners to know the history of their communities and culture.

When teaching interpreting artworks, you should use artistic ways to produce the art symbols. Some of the ways include *sewing, carving, drawing, painting* and *weaving*.

Tasks

There are five tasks in this topic.

Task 1 Explaining the meanings of various art symbols

Art symbols in different societies or communities have different meanings. For example, a red rose may symbolize love or compassion. Similarly, national flags of different countries have art symbols which have historic importance. For example, the Malawi flag has the rising sun which has a meaning. Also different institutions and organizations like the Malawi Defense Force, Police, Prison Service, schools and hospitals use art symbols on flags or logos.

Activity 1 Explaining the meaning of art symbols

Your lecturer will ask you to be in groups and:

- 1 Explore your college premises and identify art symbols used for communication.
- 2 Present the art symbols you have found.
- 3 Give the meaning of each art symbol.
- 4 Explain how each art symbol is produced.

Task 2 Describing the importance of art symbols

Art symbols are very important because they:

- communicate messages: some art symbols send different messages for example, a green cross informs you about a hospital nearby
- give identity: You identify a tribe or nation by its language. Each society has its own art symbols which it uses for example English words are different from Chichewa words
- add beauty to the item or situation: some symbols add beauty to the item such as the rising sun on the Malawian flag makes the flag look more beautiful
- differentiate one item from another: some items can have similar pattern but the symbols on them may differentiate them. For example Malawi flag and Kenya flag have similar pattern however, they have different symbols
- help to develop creativity and imagination: you can develop new patterns and symbols from old

ones or create your own new symbols

Activity 1 Describing the importance of art symbols

Your lecturer will ask you to:

- 1 Explain the art symbols that are used to communicate various messages in the community.
- 2 Conduct research to find out the role of art symbols in the community.

Interpreting art symbols used in the community

It is good to teach learners how to interpret artworks to help them appreciate the use of art symbols. It is important to note that the meaning attached to an art symbol is culturally specific.



a.



b.



c.

Figure 1



Figure 2

Activity 2 Interpreting art symbols used in the community

Your lecturer will ask you to:

- 1 Study fig 1 and 2 above to answer the following questions:
 - a. State the meaning of each of the art symbols illustrated in figure 1 above.
 - b. Explain the meaning of each of the art symbols found on the coat of arm for the Malawi government.

Activity 3 Interpreting art symbols

On your own, ask learners to:

- 1 Explain the importance of art symbols in the community.
- 2 Describe the roles of different art symbols used in the community.

Tips

Use appropriate primary instructional materials and ICT tools when preparing the lessons for the learners

Task 3 Identifying appropriate teaching and learning

resources in teaching interpreting artworks

When teaching interpreting artworks, use appropriate resources in order to promote, reinforce and make the process of teaching and learning realistic. It also facilitates the teaching of concepts in the lesson. In addition to providing a variety of experiences to learners for observing, touching and evaluating, resources also make teaching and learning interesting. You need to understand teaching and learning resources before you can select and use them in a lesson. This knowledge will enable you to use appropriate resources for the topic as well as those that will suit all your learners.

Activity 1 Identifying appropriate teaching and learning resources in teaching interpreting artworks

Your lecturer will ask you to:

- 1 Brainstorm the resources for teaching interpreting art symbols in primary schools.
- 2 Select suitable resources for interpreting artworks.

Tips

- Use appropriate senior primary school instructional materials to do the activity
- Use appropriate teaching, learning and assessment resources when preparing to teach the topic

Task 4 Using appropriate teaching, learning and assessment methods for teaching interpreting art symbols

Teachers use various methods appropriate for learners including those with special educational needs so that they learn better and develop critical thinking. Some of the methods are brainstorming, group work, mix freeze pair, role play, author's chair and question and answer. You need to learn and understand the guidelines, strengths and limitations of each method so that you can select and use them appropriately in teaching interpreting artworks.

You need to develop and use appropriate assessment tools for teaching interpreting artworks. This will enable you to measure the type of educational outcome to be fulfilled. Some of the assessment tools include performance tests, paper and pencil tests, portfolios, checklists, progress charts and rubric

Activity 1 Identifying methods for teaching interpreting artworks

Your lecturer will ask you to identify suitable methods for teaching interpreting artworks in senior primary.

Activity 2 Identifying assessment tools for assessing interpreting artworks

Your lecturer will ask you to develop suitable teaching, learning and assessment tools for assessing interpreting artworks in the senior primary section.

Tips

- Use appropriate senior primary school instructional materials to do the activity.
- Use appropriate teaching, learning and assessment resources when preparing to teach the topic.

Task 5 Conducting lessons on interpreting artworks

It is important that you use different teaching skills during the delivery of lessons. The teaching skills will enable you to teach effectively.

It is important to prepare before presenting lessons. Use appropriate primary instructional materials for expressive arts for the infant, junior and senior sections. These include teachers' guides and learner's books. This will help you to deliver lessons effectively.

Activity1 Preparing and presenting lessons on interpreting artworks

Your lecturer will ask you to:

- 1 Prepare a lesson plan on interpreting artworks for senior section.
- 2 Use the lesson plan to micro teach.
- 3 Evaluate the lessons

Tips

- Use appropriate primary instructional materials to design a lesson for senior primary for Activity1.
- Use appropriate teaching, learning and assessment resources and methods when preparing and presenting the lessons.

Summary

In this topic, you have learnt about teaching interpreting artworks. You have learnt the meaning of art symbols and their importance. You have also learnt appropriate resources and methods for teaching interpreting artworks and conducted lessons on the same. This knowledge will enable you to interpret art symbols across different societies within and outside Malawi and teach your learners more effectively.

Assessment and reflection

- 1 Explain any three reasons why art symbols are important to Malawian societies.
- 2 Analyze the art symbols found on Malawi court of arms.
- 3 Describe the meaning of any two logos found on any two institutions of your choice.

- 4 Having gone through the topic interpreting artworks, what challenges do you think you are likely to face when presenting lessons?

Glossary

Art symbols: things that represent other things

Court of arms: art symbol that identifies a country

Logo: art symbol that identifies an institution or an art symbol

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TOPIC 4

Teaching cultural artistic activities

Time: 8 hours

Introduction

Cultural artistic activities help people acquire beliefs, customs, values, laws and wisdom. Some of the cultural practices through which these cultural values and beliefs are passed on include initiations, marriages and installation of chiefs, which act as rites of passage from one generation to another.

In this topic, you will learn how to teach cultural artistic activities. The topic intends to explain how you can teach various artistic skills including contemporary dancing styles based on traditional dances, cultural values, beliefs and practices, composing music in staff and tonic sol-fa notation, teaching and learning and assessment approaches in teaching cultural artistic activities, and preparing, presenting and evaluating lessons.

Success criteria

Student teachers must be able to:

- create contemporary dancing styles based on traditional dances
- compose songs depicting different cultural values
- identify appropriate resources in teaching cultural artistic activities
- apply appropriate teaching and learning and assessment methods in teaching cultural artistic activities

- conduct lessons on cultural artistic activities

Background information

Artistic activities or performances such as dancing and singing are used in cultural practices to inculcate cultural values as well as to entertain people. Moreover, artistic activities bring people together. As people interact in socio-cultural activities, they share ideas, which may lead to social development. However, some of the cultural practices are not good because they may have negative impact on individuals and societies.

It is important for you to be aware of cultural artistic activities practiced in communities where learners come from. When teaching this topic, you need to incorporate cultural activities to help learners develop positive attitudes towards their culture.

Tasks

There are five tasks in this topic.

Task 1 Creating contemporary dancing styles based on traditional dances

A contemporary dance is a style of expressive dance which can combine elements of several dance genres such as ballet. Unlike conventional or traditional dances, contemporary dances do not necessarily require any fixed rules. The dancers need not follow specific dance techniques. This means that the dancers are free to

perform according to how they feel the music. This makes contemporary dancing styles more fluid (allow freer movement) than conventional dancing styles, which usually follow fixed rules or techniques.

Benefits of contemporary dancing styles

Contemporary dancing styles involve playing with balance, floor work, fall and recovery and improvisation. Thus, learning these dancing styles can activate imagination and creative self-expression, help in the use of gravity and transitions on the floor and develop versatility and improvisation. In the context of Malawi, contemporary dances are modern and come from other lands. Can you suggest some of these foreign dances? You may have suggested dances such as *kwasakwasa*, *kwaito*, *ndombolo*, and *reggae*. The dancing styles are different from indigenous dances. Some contemporary dances involve rigorous shaking and twisting of the waist, flexible and quick foot movements.



Nowadays, many Malawians love modern dances, especially the young generation, although they may have

negative cultural influences as they do not depict our cultural values.

Generally, the youth rarely participate in cultural dances. They are slowly losing their cultural identity.

Moreover, cultural dances are also losing their identity and history.

Young people tend to think that performing cultural dances is boring and old-fashioned. They view them as outdated and only suitable for the old generation.

However, combining foreign dancing styles with traditional dancing style is a good idea because this can help to inculcate the spirit of imagination and creativity in learners. It may be difficult for primary school learners to use contemporary dancing styles in traditional dances because customarily, they are used to performing these dances following particular dancing styles. Nonetheless, learners have experience in contemporary dance styles in other performances such as R and B in which they perform according to their feelings and emotions. Using their experiences would assist them to combine contemporary dancing styles with traditional dance styles.

Activity 1 Creating contemporary dancing styles based on traditional dances

Your lecturer will ask you to:

- 1 Choose any traditional dance and analyse its dancing styles.
- 2 Perform the dance according to its styles in groups.

- 3 Improvise the chosen traditional dance with contemporary dancing styles
- 4 Create your own dance with its own dancing styles.

Tips

- Use dance attire, where possible.
- Demonstrate the dance and then perform it with others.
- Adapt the activity for learners with special educational needs

Activity 2 Practising contemporary dancing styles based on traditional dances

On your own ask learners to:

- 1 Perform a familiar traditional dance following its normal dancing styles.
- 2 Change the dancing style of the traditional dance into your own dancing style.
- 3 Explain how you felt about in the dancing styles of the first and second performances.
- 4 Create a dance with your own dancing styles.
- 5 Perform the dance with others

Tips

- Allow learners to choose their own familiar traditional dance.
- Allow the class to comment on the produced dances and their dancing style.
- Allow learners with special educational needs to take part in the activities by adapting the activities according the nature of their impairments.

Task 2 Composing songs on different cultural values

Every society or community has a culture. Culture reflects people's way of life in terms of belief and value systems. These aspects of culture define as well as guide people's behaviour in a society.

Cultural beliefs and practices are important because they can reinforce both good as well as bad behaviours among people. You need to be aware of the positive and negative influences of cultural practices on individuals, the society and the environment. In Malawi, for example, primary school learners sweep their classrooms and school grounds every morning of a school day. This practice can reinforce positive behaviour in school children in terms of environmental sanitation. However, certain cultural practices such as early marriage can have negative consequences on the individual or the society.

African societies use cultural practices to inculcate wisdom, customs, beliefs, laws and values in people. For example, traditionally, ethnic groups

in Malawi, especially in rural areas, use initiation as a rite of passage from childhood to adulthood. During such cultural activities, the elders sing songs carrying important advice to young people about how they should behave. In this case, music is used as a means to teach, preserve and to pass on moral values to the young.

You need to learn how to compose songs on different cultural values. To do that, you need to have basic knowledge and skills in writing and reading rhythms as well as in putting words to rhythms in staff and sol-fa notation. This knowledge and the accompanying skills will help you to write and sing songs, even those that other people compose.

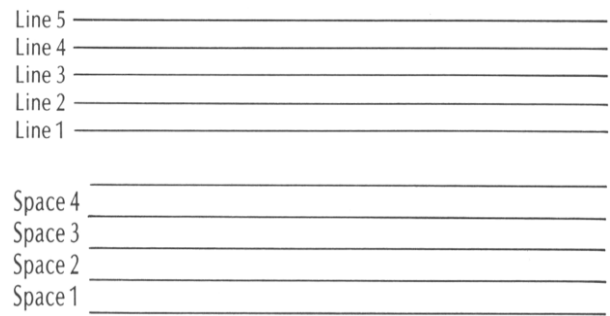
Writing music using *staff* and *tonic sol-fa* notations

Different notation systems such as staff notation, tonic sol-fa notation and graphic notation can be used in music writing. However, in this sub-topic, you will learn about staff and tonic sol-fa notations.

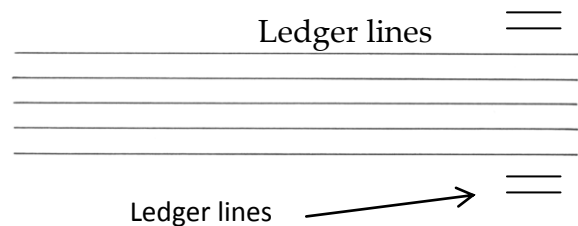
Staff notation

Musical notes are named after the first seven letters of the alphabet: A B C D E F and G. Each letter represents a musical note. These notes can be higher or lower than each other. The notes are either higher or lower than each other when they are written on the staff or stave. The five lines and four spaces on which musical notes are

written are called staff or stave.



Musical notes are written on the five lines and four spaces. Sometimes notes go beyond the five lines and four spaces. Ledger lines are drawn to show continuation of the song either above the staff or below as shown below.



Clef or stave

At the beginning of the five lines, there appear two types of symbols, either the treble/G clef or the bass/F clef. These symbols help one to identify where the letters are on the staff. Below is the treble or G clef and how it is written on the staff.

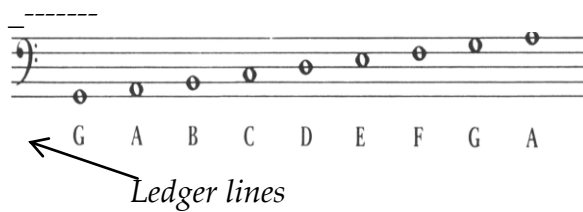
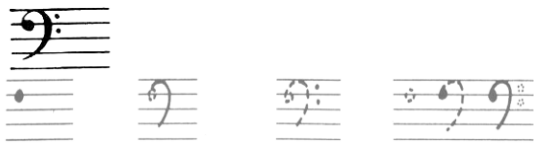


The treble clef or G clef and how you may write it on the staff

When there is a treble clef or G clef these are the letters on the staff and spaces:

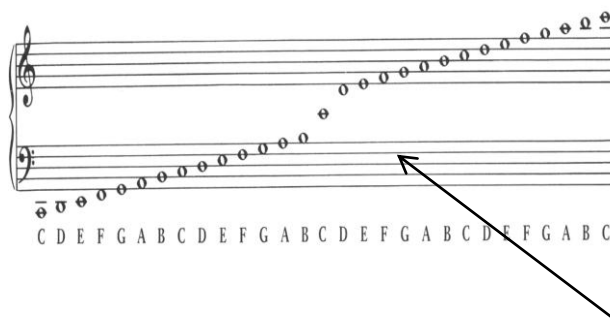


When there is the bass clef or F clef symbol at the beginning of the staff, the lines and spaces have different meaning. Below is the bass or F clef and how it is written on the staff.



Ledger lines

The grand staff
The grand staff is represented by two staves, the upper having treble clef and the lower having the bass clef separated by a middle C.



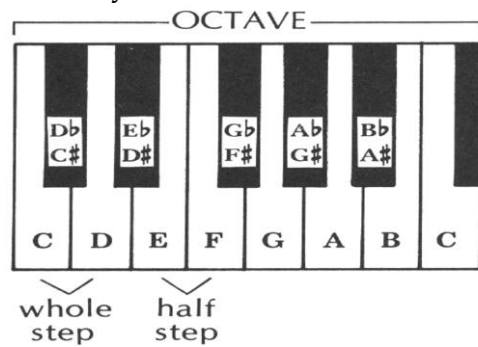
From the middle C, the pitches follow alphabetically upward or downward as shown above.

With reference to the grand staff above, you can see that the same note occurs more than once at different

pitches on the staff. Each repetition of a given note at a higher or lower pitch produces what is called an **octave** (a musical distance that covers eight notes, with the first note being equal in tone to the eighth note). Nevertheless, they are different in pitch, with the first note being lower in pitch than the eighth. In this case, a note is either octave above or octave below. Such a progressive movement of pitches on the staff, going from one pitch to another creates a **scale**.

Scale

A scale is a stepwise arrangement of pitches either in ascending or descending order. The pitches may be one-step or half step apart from each other. For instance, C D EF G A BC is the C scale; G A B C D E F G is the G scale. There are several types of scales used in music such as chromatic, diatonic and pentatonic scales. However, in this course, we are going to look at diatonic and pentatonic scales only.



A section from piano keys showing arrangement of musical scale

A diatonic scale has eight notes, with 'Doh' appearing twice, at the beginning and end of the scale (Do Re Mi Fa So La Ti do) as shown in the

diagram above. The diatonic scale exists in a major and minor scale. In a major scale, the movement from the first note to the eighth is always like this: Whole step, Whole step, Half step, Whole step, Whole step, Whole step, Half step (WWHWWH). For example, in C major scale the movement is:

C D E F G A B C
 Do Re Me Fa So La Ti Do
 W WH W WWH

The movement in a diatonic minor scale is as follows: Whole step, Half step, Whole step, Whole step, Half step Whole step, Whole step (WHWWHWW).

A pentatonic scale has five pitches, with 'Doh' appearing once in the series (Do Re Mi So La). In this scale, the fourth and seventh notes are omitted.

Key signature

This is a sign that is placed at the beginning of the staff after the clef sign. The key signature helps to identify the location of 'doh' in the music written on the staff. In other words, key signature indicates the scale in which music on the staff should be played. Thus, the key signature fixes the actual pitches in their right positions as the composer intends them to sound.

Key signature concepts and symbols

The following are key signature concepts and symbols:

A sharp (#): This raises a note by a half step. A sharp is a semi-tone.

A flat (b): This lowers a note by a half step. A flat is also a semi-tone.

A natural (♮): This brings the note back to its normal position.



Some examples of how sharps and flats are written on the staff

To read any piece of music on the staff, the following things can show us the key: the staff, the clef signs and sharps, or flats.

Rules to follow the key (doh)

To identify the key of a piece of music written on the staff you have to:

- identify the name of the line or space on which the sharp or flat is placed on the staff
- if it is a sharp move a half step forward and if it is a flat move three steps backwards
- if there are more than one sharps, go to the last sharp, and then move a half step forward to get where 'doh' is located.
- if there are more than one flat, go to the last flat, and then move back to the last but one flat. This is where 'doh' is located.

- if there are no sharps or flats, then the key of the music is C major or A minor (Am).

Transposition or transposing in music

Transposition in music refers to the process of changing a piece of music from one key to another. For example, from C to D, or G to C. This means you can play or write the same music in different keys.

You transpose music for several reasons. To:

- sing or play music at a higher or lower key with comfort
- reduce the monotony of listening to the same music repeatedly. As singing or playing music in the same key through and through may make people lose interest in the music being played

The processes of transposing

Transposing involves the following things:

- choosing the transposition you want to make
- writing the new key signature
- changing notes
- changing key signature symbols
- changing the names of all the chords

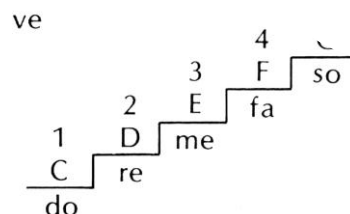
Tonic sol-fa notation

Tonic sol-fa is another way of writing music. This system of music writing is based on tone syllables (sol-fa syllables). The sol-fa syllables are Do Re Mi Fa So La Ti do. These pitches describe the notes that follow

each other in stepwise manner as shown below

SCALE

8



In a major and minor diatonic scale, the arrangement of the tones is as follows:

Do Re Mi Fa So La Ti do

a major scale

Do Re Mi Fa So La Ti do

a minor scale

In tonic sol-fa notation, half tones in a major scale are between Mi & Fa, and Ti & do whereas in a minor scale, they are between Re & Mi and So & La.

The sol-fa notation system facilitates sight-reading of rhythm patterns. You can use sol-fa notation

with staff notation. This can assist to sight-read music easily from the staff. This can also help to understand rhythm patterns, especially those of you who are beginners in music reading. Below is a tonic sol-fa and notation transcription:

A song in the key of G in staff notation and tonic sol-fa

Activity1 Transcribing a song from staff to sol-fa notation

Your lecturer will ask you to:

- 1 Study the song in the figure above.
- 2 Transcribe the song in sol-fa notation in the key of G

Activity 2 Transcribing a song from sol-fa notation to staff notation

d.d: d.d: d: m.m: fa: m: d:-:-m.m:
m.m:r :d.r :d :-:d.r :d :-:

Chi-we re-we remcho-yi pa ze di- chi-
ma fa-li tsa ma-tenda a-E dzi—

Your lecturer will ask you to:

- 1 Transcribe the song in staff notation.
- 2 Write the key of G and in three, four meter signature.

Tips

Use a dot (.) to denote a half beat
Use a colon (:) to denote a full beat
Use a colon with a dash in front (:-) to denote two or more beats

In sol-fa notation the following show various beat duration:

In sol-fa notation, a scale is called a key when its pitch (or the **doh**) is fixed. If 'Doh' is fixed, the other tones are also fixed. Since 'Doh' can be moved to any position, then all these scales C, D, E, F, G, A, B, Db, Eb, Gb, Ab and Bb are written in exactly the same way in sol-fa notation. In this case, the key is written above each piece of music composition.

As you have already learnt, each line and space, in staff notation, has a fixed letter name. However, these different letter names have the same tone syllable in sol-fa notation because the tonic sol-fa syllables are all related to the moveable '**doh**'. This implies that as the 'doh' moves upward or downward in the staff, the other tones also move up or down while still maintaining tonal relationship to the '**doh**'.

Melody

Melody is a tune that is created by a successive arrangement of single musical sounds (tones). A melody is in a linear form. The melodic line can either be moving upwards, or downwards, or remaining on the same pitch following a particular rhythmic pattern. Here is an example of a melodic line:

m.m:m.m:m: m.m: r:-: m: d:-:m.m: r:-:
m: d:-:d.t: d.t: d: r.r: d:-:r.r: d:-:

*Ba-mbo mi-ta la mnja-cha be- iyi- mnja-
cha be iyi- ya-kui-kanimma-vu-to a-mbiri*

(Write this melodic line in 8 bars in the key of F. Transcribe it in staff notation. Indicate time signature in three four time in the key of F)

Following the rhythmic- melodic line, we can compose a song by putting words (lyrics) to it. The rhythm provides movement in the music of the song while the melody gives the tune of the song. Thus, rhythm and melody create music whereas music with lyrics make up a song.

Teaching how to compose songs on cultural values in the staff and sol-fa notation could be very difficult if learners are not very familiar with local tunes, stories or poems on cultural beliefs, values and cultural practices. However, using their local knowledge and skills on cultural practices can assist learners to compose sensible songs. Here are some ideas on how you would teach simple songs on cultural values.

Activity 3 Composing songs on cultural values

Your lecturer will ask you to:

- A 1 Create a rhythm pattern in staff and sol-fa notation
- 2 Read the rhythmic pattern to determine its movement and tune
- 3 Put words to the rhythm to create a song that depicts cultural values

Activity 4 Composing simple songs on different cultural values

On your own, ask the learners to:

- 1 create their own song words about any cultural issue they know
- 2 create a tune to the song
- 3 put the words to rhythm and melody they have developed
- 4 i an already existing text from a local song, or story, or poem
- 5 choose from the text an interesting subject upon which a tune could be improvised
- 6 decide the meter in which the song would be sung
- 7 create their own simple melodies first, and then write words that express cultural values, which work well with the pitches and rhythm

Tips

- You should work in groups.
- Use appropriate teaching and assessment methodologies.
- Use appropriate teaching and assessment resources to teach difficult music concepts

- You may use graphic notations, or physical structures or things such as doorsteps, or ladders, or hand signs, pencils, music charts, etc
- Choose an approach you are comfortable with, to compose the songs
- Ask the class to comment on the created songs
- Discourage any negative comments use appropriate resources for learners with impairments use internet (where possible) to more information on music theory

- 2 Identify different resources to be used in teaching cultural artistic activities

Tips

- Use suitable resources such as pictures showing contemporary dancing styles.
- Use locally available resources.
- Allow learners to sing their songs to the class.
- Allow the class to comment.
- Do not allow any negative remarks.

Task 3 Identifying appropriate resources in teaching cultural artistic activities

When teaching cultural artistic activities, use appropriate resources. The resources should be user friendly and from the environment. This will help learners to have hands on experience in the use of resources in the course of learning.

However, effective use of resources demands imagination and creativity in the process of selection, development as well as usage.

Activity 1 Using appropriate resources in the teaching of cultural artistic activities

Your lecturer will ask you to do the following:

- 1 Identify topics related to cultural artistic activities in the senior primary school instructional material

Task 4 Using appropriate teaching, learning and assessment methods in teaching cultural artistic activities

Effective teaching of cultural artistic activities requires use of suitable methods to promote active involvement of learners. This can in turn promote learner interaction and participation. You need to think about the methods you are going to use when planning to teach cultural values. Understand the type of method, its strength and weaknesses and guidelines for use.

Activity 1 Using suitable teaching, learning and assessment methods in teaching cultural artistic activities

Your lecturer will ask you to do the following:

- 1 Use the expressive arts primary school senior instructional materials to find out the methods

suggested in the topics related to cultural artistic activities.

- 2 Explain the critical thinking methods you can use to teach topics related to cultural artistic activities.

Task 5 Conducting lessons on cultural artistic activities

Teaching demands planning and writing of lesson plans. You need to be well grounded in these skills. You also need to understand that a well-presented lesson depends much on how the teacher has prepared for it. Therefore, lesson preparation demands that the teacher use adequate methods, resources, assessment procedures and tools. As the adage says, 'practice makes perfect', you need to practice preparing good lessons right from college.

Activity 1 Preparing and presenting lessons on cultural artistic activities

Your lecturer will ask you to do the following:

- 1 Prepare a lesson plan on cultural artistic activities for senior section.
- 2 Use the lesson plan to micro teach.
- 3 Evaluate the lessons.

Tips

In a plenary, analyse and evaluate the lessons.

Summary

In this topic, you have learnt about contemporary dancing styles based on traditional dances; composing songs on different cultural values; and writing, reading and putting words to rhythm in staff and sol-fa notation. Moreover, you have learned different teaching, learning and assessment approaches to use in teaching cultural artistic activities. The knowledge and skills you have gained will assist you to plan and teach cultural artistic activities better.

Assessment and reflection

- 1 In what ways do you think songs are important in teaching cultural artistic activities?
- 2 Explain why it is important to allow learners to perform their traditional dances the way they feel the music.
- 3 Compose a song using *staff* and *sol-fa* notations on cultural values.
- 4 Explain the methods you would use to assess the song
- 5 What things would you look for when assessing the song?
- 6 What teaching, learning and assessment approaches can you use that can promote active learning of cultural values in senior classes?
- 7 Discuss any challenges in teaching music in the staff and sol-fa notation in senior primary school. Suggest solutions to the challenge.

Glossary

Alto: lowest female voice

Ballet: artistic dance form performed to music using precise and highly formalized set of steps and gestures

Bass: lowest male voice

Beliefs: assertions about the nature of reality; what people consider as absolute truths

Chord: combination of three or more notes played or sung together

Customs: what people do that is traditional, or usual

Cultural practices: actual performances of cultural activities

Disco dance: is a style of dance highly dependent on disco music, which consists of strong, rising vocals over a steady beat and bass line

Duration: length of a tone

Flat (b): symbol indicating that a tone is to be lowered by a half step

Genre: form or category of art, music or literature

Graphic notation: free and creative visual representation of sound

Half step: difference in pitch between any two adjacent keys on a keyboard instrument

Improvisation is art or an act of something without previous preparation. This involves imagination and creativity

Jazz dance: dance with several related dance styles

Melody: succession of pitches, combined with rhythm

Notation: system or a series of written symbols used to represent element in music

Pitch: highness or lowness of a musical sound

Scale: progression of notes upwards or downward in steps

Sharp (#): symbol indicating that a tone is to be raised by a half step

Soprano: highest female voice

Tenor: highest male voice

Tone: sound having a pitch

Values: shared ideas about what is socially desirable

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TOPIC 5

Teaching expression and communication skills through physical, sporting and artistic activities

Time: 6 hours

Introduction

Expression and communication are critical components of human life. It allows us to express who we are and communicate different ideas. In Malawian societies, people express and communicate ideas through songs and dances. Physical, sporting and artistic activities are also a powerful means of communication. They can communicate different messages.

This topic introduces you to teaching expression and communication skills in physical, sporting and artistic activities. It further discusses producing repetitions and contrasts in physical, sporting and artistic activities as a means of expression and communication. The topic also discusses the production of artistic representations to communicate cultural and multicultural values in communities.

Success criteria

Student teachers must be able to:

- use repetitions and contrasts in physical, sporting and artistic activities as a means of expression and communication
- produce artistic representations to communicate cultural and multicultural values in their communities
- use artistic representations to communicate cultural and multicultural values
- identify appropriate resources in teaching expression and communication skills in physical, sporting and artistic activities
- apply appropriate teaching, learning and assessment methods in teaching communication skills in physical, sporting and artistic activities
- conduct lessons on expression and communication skills in physical, sporting and artistic activities

Background information

An artistic expression involves communication of feelings through different activities such as curving, drawing, painting, music and drama. Communication in sporting activities is done through various ways including verbal and non-verbal ways. Some examples of verbal and non-verbal communications in physical and sporting activities include red and yellow cards for non-sporting behavior and a raised right arm for an off side position in football. In artistic activities communication is mostly done through artefacts such as paintings and drawings.

It is important to learn this topic because it will help you understand how different people express and

communicate ideas during sporting and artistic activities. To teach this effectively, you need to be aware of verbal and non-verbal communication in physical and sporting activities.

Tasks

There are six tasks in this topic

Task 1 Using repetitions and contrasts in physical, sporting and artistic activities as a means of expression and communication

Repetition in visual arts can be referred to as a recurring of a shape, color, object or other elements in an art work. Repetition of shapes and objects make a pattern, where unity and harmony are more visible within the artwork. It is one of the devices that artists use in order to move a viewer's eye across the surface of a canvas. You and the learners will learn to identify examples of visual repetition and to explain how guides the viewer's eye through the visual field of a painting. Pattern uses art elements in planned or random repetition to enhance surfaces or paintings or sculptures. A repeat pattern shows a motif in an artwork. Patterns increases visual excitement by enriching surface interest. The following are examples of repetition:



REPETITION



PATTERN

Contrast

Contrast in art could be viewed as a tool to help define the identity of a finished product. Without contrast, the painting or a sculpture can become invisible if it does not consider the arrangement of its different parts. Below is an example of a contrast artistic piece.



This concept of repetition and contrast also applies to dance. Repetition in dance may be as short as a single movement. For example, the dancing pattern in many traditional dances, such as Gule wamkulu, demands the dancers to make quick footwork following quick rhythmic patterns in musical instruments. The dancing pattern varies with the rhythm of the musical instruments. The faster the rhythm, the faster the dancing pattern and vice versa. Therefore, variations in dancing pattern within a dance performance bring about repetition and contrast.

Repetition and contrast are the two most basic elements of musical form. Repetition helps to unify melody. It is the melodic equivalent of a steady drumbeat that serves as an identifying factor for listeners. Repetition and

contrast also help the listener to appreciate musical form. The repetition of a phrase reinforces the melody and makes the listener more acquainted with it; then a new, phrase is introduced forming the contrast.

The art of weaving also involves repetitions and contrasts which produce a pattern when elements or shapes are repeated. Patterns are used symbolically to represent many things: people, beliefs, the natural world, history and traditions. Colours and shapes have specific meanings which are passed down from generation to generation.

In physical and sporting activities, the concept of repetition can be observed in aerobic exercises. Most warm up activities in football are repetitive in nature. These are exercises performed for extended periods, for example 10-40 minutes with large muscle activity involving hundreds of consecutive repetitions that challenge the delivery of oxygen to the active muscles.



Using repetitions and contrasts in physical, sporting and artistic activities as a means of expression and communication

Many physical and artistic activities have two or more people taking part in them. Sometimes players or performers in the activities do exactly the same movements. One may start an activity and the other may follow or imitate the activity which the first person started. This form of activity is called mirroring. In physical and sporting activity an example of mirroring is aerobics. In artistic performance, mirroring is seen in Ingoma dance.

Mirroring and contrasting activities can be performed at school or home. Contrasting activities can be done through weaving, curving, painting, drawing, singing and dancing.

Activity 1 Repetitions in physical, sporting and artistic activities

Your lecturer will ask you to:

- 1 Create a dance.
- 2 Design a motif/repetition .
- 3 Practice some repetitions and contrasts in the dance
- 4 practice some repetitions and contrasts in an aerobic exercise

Tips

- 1 Observe safe practices when performing the dance and the aerobic exercise.
- 2 Wear recommended attire when performing the dance and the aerobics.

Task 2 Producing artistic representations to communicate cultural and multicultural values

Art is a diverse range of human activities in creating visual and auditory artistic representations and performances. The common artistic representations are in the form of visual arts which include images and objects such as drums, pine-pipes, paintings and shakers produced through carving, sculpturing, painting, drawing and print-making. Music, drama and dance are other artistic representations. These can communicate cultural and multicultural. However, knowledge and skills on production of artistic representations is required.

Drums

Drums are musical instruments that are commonly found and used in artistic practices in Malawian ethnic societies. Most traditional dances such as *malipenga*, *mganda*, *vimbuza*, *tchopa*, *chimtali* and *gulewankulu* use drums of different sizes and shapes.

Materials needed to make a drum

The materials for making a drum include:

- tree trunk
- axe
- animal skin or hide
- nails
- knife or razor blade
- water
- pail

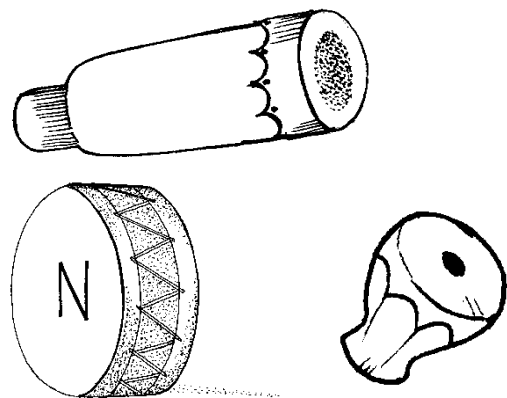
The following is the procedure for making a drum:

- 1 Make a hollow body out of a tree trunk with an axe.
- 2 Soak an animal skin until it is soft.
- 3 While the skin is still soft, tack it tightly over the open side(s) of the body of the drum.
- 4 Nail the skin to the body of the drum
- 5 Remove the hair from the skin with a sharp razor or knife.
- 6 Leave the drum in the sun to dry for a day or two.

Drums are also used as a means of communication to:

- announce death or meetings
- warn people of danger eg enemies invading, or presence of wild animals
- communicate messages from village to village

There are variations of the drum beat for specific announcement. For example, announcing death of a chief or an ordinary member of the community or a child.



Activities for primary learners

- 1 Ask learners to identify different types of drums.

- 2 Ask learners to practice various ways of beating a drum to communicate different messages.

The tone of the drum is altered as desired by increasing the tension of the animal skin. This is done by putting the drum in bright sun shine for some time or by placing the drum near a fire. When playing the drum, the animal skin is hit by the drum beater (performer) using palms or drum sticks such as in *mganda*, *chimtali* and *malipenga* dances.

Shakers/rattles (maseche)

A shaker is another artistic product which is used to accompany a song or a dance. In *gulewamkulu* dance, the guide uses a shaker to direct the movement of dancers. It is played by shaking it according to a particular rhythm of a song. It can also be played by hitting it against the palm. Shakers are in different types which include tin shakers, bamboo shakers, bottle shakers and reed/grass shaker (*chisekese*). When making a shaker, follow this procedure.

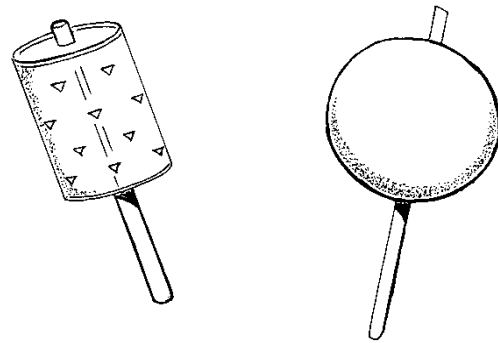
Materials needed to produce a shaker or rattle

- tin, bamboo, grass
- small stones or bean seeds
- nails
- knife
- plastic paper or adhesive tape
- hammer
- strings

The following is the procedure for making a shaker or rattle:

- 1 Make a hole through the lid of a tin.

- 2 Put grains, small stones or bean seeds.
- 3 Insert a stick through the hole.
- 4 Close the hole by using paste, papier mache' or adhesive tape
- 5 Make small holes with the nail and hammer around the tin.



A shaker can be used in artistic performances such as dance and singing.

Apart from using drums and shakers in a dance performance such as *gulewamkulu*, *vimbuzza* and *tchopa*, many dances require specific costume. The dancer should therefore wear a costume befitting the type of dance. For example, a Tchopa dancer wears palm leaves around the waist and jiggles around the ankles/legs and head band made of animal skin. Costumes make the performance realistic and attractive.

Costumes for different dances can be made using locally available resources.



Activity 1 Producing artistic representations to communicate cultural and multicultural values in their communities

Your lecturer will ask you to:

- 1 brainstorm costumes which convey different cultural messages
- 2 produce simple costumes from various cultures used for traditional dances

Task 3 Using artistic representations to communicate cultural and multi-cultural values

The use of artistic representation to communicate cultural values is important in any community. It helps to maintain the identity of a particular community. The costumes worn by dancers indicate the type of a dance being performed. You can use the

artistic representations such as costumes, drums and shakers in dance and drama performances.

Activity 1 Using artistic representations to communicate cultural and multi-cultural values

Ask learners to:

- 1 collect and display various artistic items of different Malawian cultures.
- 2 discuss the functions of the artistic items as used in the different Malawian cultures.
- 3 perform traditional dances using the costumes
- 4 perform a play to express different cultural values using the costumes

Tips

- 1 Engage learners in different types of dances performed in Malawian societies.
- 2 Be gender sensitive when engaging learners in the performances.

Task 4 Identify appropriate resources for teaching expression and communication skills

It is important to use appropriate resources when teaching expression and communication skills in physical, sporting and artistic activities. Learners appreciate the use of resources during teaching and learning. Teachers are encouraged to use locally available resources. The quality of teaching and learning is supported by the quality of resources. Locally available resources refer to

what is readily available in the school or college environment. It is not enough to rely solely on words to make meanings clear, more vivid and interesting. There are so many locally available resources appropriate for teaching expression and communication skills in physical, sporting and artistic activities. These resources can be classified into three categories:

- visual: resources which help learners to learn through seeing for example models and pictures.
- audio: resources which help learners to learn through hearing for example musical instruments like drum and radios
- audio-visual: resources which help learners to learn using both senses. Examples include television, videos and films

It is important to know the relevance and how to use appropriate resources when teaching expression and communication skills in physical, sporting and artistic activities for effective and efficient teaching.

Activity 1 Identifying appropriate resources for teaching expression and communication skills

Your lecturer will ask you to:

- 1 research types of locally available resources and suggest appropriate resources for teaching expression and communication skills in physical, sporting and artistic activities

- 2 select different suitable resources that can be used for teaching expression and communication skills in physical, sporting and artistic activities in the senior section of the primary school
- 3 discuss the importance of using the resources for primary school section in the above activity
- 4 produce appropriate resources for teaching expression and communication skills in physical, sporting and artistic activities for senior primary school

Task 5 Using appropriate teaching, learning and assessment methods in expression and communication skills in physical, sporting and artistic activities

When teaching expression and communication skills in physical, sporting and artistic activities, use appropriate methods for learners including those with special educational needs to learn better and discover their abilities. This helps the teacher to achieve the success criteria of a lesson. There are different learner-centred methods for teaching body movements. The learner-centred methods give a learner autonomy as well as freedom to make decisions.

The methods include pair work, group work, work stations, gallery walk, demonstration and practice among others. It is important for teachers to understand teaching methods, their strengths and weaknesses and guidelines for using each method so

that they can improve in their teaching.

Activity 1 **Discussing appropriate teaching, learning and assessment methods for expression and communication skills**

Your lecturer will ask you to:

- 1 Find out teaching methods used in senior section of the primary school.
- 2 Explain suitable teaching, learning and assessment methods for teaching expression and communication skills in physical, sporting and artistic activities in the senior sections.

Task 6 **Conducting lessons on expression and communication skills in physical, sporting and artistic activities**

In this section, you will learn how to conduct lessons on expression and communication skills in physical, sporting and artistic activities. For effective teaching and learning, it is necessary to plan for lessons. Lessons should be prepared using appropriate primary instructional materials for senior in the section. These include schemes of work, expressive arts teacher's guides and learners' books. When teaching expression and communication skills in physical, sporting and artistic activities you need to use appropriate methods and resources. This will help learners to achieve success criteria of lessons.

Activity 1 **Conducting lessons on expression and communication skills in physical, sporting and artistic activities**

Your lecturer will ask you to:

- 1 Prepare lesson plans on expression and communication skills in physical, sporting and artistic activities
- 2 Use the lesson plan to micro teach a lesson on expression and communication skills in physical, sporting and artistic activities
- 3 Peer evaluate the lessons

Tips

- 1 Use primary instructional materials to design the lesson plans for 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 been introduced to teaching expression and communication skills in physical, sporting and artistic activities. Expression and communication are a critical component of our life as they allow us to express who we are and communicate different ideas. In order to teach expression and communication skills in physical, sporting and artistic activities effectively, you need adequate preparation, teaching, learning and assessment resources and a variety of teaching methods.

Assessment and reflection

- 1 Discuss any challenges that you may face when teaching expression and communication skills in physical, sporting and artistic activities.
- 2 Explain how you can effectively teach expression and communication skills in physical, sporting and artistic activities in the senior section.

Glossary

Aerobics:	fitness exercises performed to music
Contrast:	to show difference and diversity in an artwork by combining elements to Create interest.
Choreography:	creation and composition of dances by arranging or inventing steps, movements, and pattern of movements.
Dance:	movement selected and organized for aesthetic purposes or as a medium of expression rather than for its function work or play.
Mirroring:	anything that truly pictures or describes a play that is a mirror of life
Motif:	distinctive and recurring gesture used to provide a theme or unifying idea.

Pattern: a combination of elements or shapes repeated in a recurring and regular arrangement

Repetition: a recurring shape, color, object, motif, or other element within a work of art.

Sport: means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels.

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TOPIC 6

Teaching eradication of discrimination and prejudice in physical, sporting and artistic activities

Time: 3 hours

Introduction

Discrimination involves an unfair treatment of people on the grounds of age, disability, ethnicity, origin, race, religion or sex. This means treating people unfairly because of who they are or because they possess certain characteristics. Prejudice on the other hand is to have preconceived opinions not based on reason or actual experience leading to a feeling of dislike for a person. For instance, negative attitudes towards female learners or physically challenged learners before you learn their abilities is prejudice.

Prejudice and discrimination can negatively affect performance in physical, sports and artistic activities. This topic looks at the eradication of discrimination and prejudice in physical, sporting and artistic activities and how to teach it.



Success criteria

Student teachers must be able to:

- analyse physical, sporting and artistic activities for discrimination and prejudice
- perform plays to demonstrate the ills of discrimination and prejudice
- identify appropriate resources in teaching eradication of discrimination and prejudice in physical, sporting and artistic activities
- use appropriate resources for teaching discrimination and prejudice in physical, sporting and artistic activities
- use appropriate teaching, learning and assessment methods in teaching eradication of discrimination and prejudice in physical, sporting and artistic activities

- conduct lessons on eradication of discrimination and prejudice in physical, sporting and artistic activities

Background information

Discrimination and prejudice in performing and creative works can occur, based on gender or sex. Depending on traditions, certain artistic activities are associated with one sex only. When the other sex attempts to get involved, it is considered to be socially unacceptable. In modern society, it is advisable to involve both males and females in all activities. The school setting ought to be the starting point for dealing with discrimination and prejudice in performing and creative works by disassociating production of artistic items from a certain sex group. This topic will help you to improve the performance of your learners in physical, sporting and artistic activities. Involve all learners in your lessons.

Tasks

There are six tasks in this topic.

Task 1 Analysing physical, sporting and artistic activities for eliminating discrimination and prejudice

Many societies believe that males and females have different status and play different roles. The beliefs influence

the conception that there are activities that men and boys only can do and on the one hand activities that women and girls only can do, because men and women have different attitudes, interests and abilities. These beliefs bring discrimination in lessons. The beliefs further bring misunderstanding among boys and girls because one of the sexes feels that they are being unfairly treated in lesson activities.

Activity 1 Analysing physical, sporting and artistic activities for eliminating discrimination and prejudice

Your lecturer will ask you to:

- 1 Analyse discrimination and prejudice you have experienced in physical and sporting activities, music, dance, drama and artistic activities.
- 2 Discuss forms of prejudice and discrimination in physical and sporting activities, music, dance, drama and artistic activities you have identified
- 3 Explain the impact of discrimination and prejudice in physical and sporting activities, on boys and girls.
- 4 Read the following story and answer the questions that follow
Ulanda Mkochi is a Standard 7 Expressive arts teacher at Namiyala School. During a lesson of making

artistic items, the teacher asked boys to form their own group and produce carved items. Girls were also asked to produce moulded items in their own group.

- a. Why may Ulanda have let the boys and girls form their own groups?
- b. If you were Ulanda, what would you do?
- c. What advice would you give to the teacher on discrimination and prejudice?

Tips

You can search on the internet about physical and sporting activities and music, dances, drama and various artistic activities in which there is usually discrimination and prejudice

Task 2 Performing plays to demonstrate the ills of discrimination and prejudice

Drama is a powerful tool for fighting societal ills. For instance, there is what is called “Theatre for Social Change” and “Theatre for Development”. This is a progression from traditional theatre which was less interactive to a more dialogical theatre form with the audience. In this form the audience are involved in tackling their challenges, leading to their empowerment. Drama can, therefore, assist in fighting

discrimination and prejudice in a society.

Activity 1 Production of a play on ills of discrimination and prejudice

Your lecturer will ask you to:

- 1 Brainstorm ways in which prejudice and discrimination negatively affect physical, sporting and artistic activities.
- 2 Develop a 10 minute play on the ills of discrimination and prejudice.
- 3 Allocate roles to one another and rehearse the play.
- 4 Perform the play in groups.
- 5 Using the play, discuss how discrimination and prejudice can be eradicated in society.

Tips

Make sure you have costumes with you for performing the play.

Activity 2 Discrimination and prejudice in physical, sporting and artistic activities

Ask learners to:

- 1 Draw pictures conveying messages on ways of eradicating discrimination and prejudice in physical, sporting and artistic activities
- 2 Perform plays condemning discrimination and prejudice in physical, sporting and artistic activities.

Task 3 Identifying resources in teaching discrimination and prejudice in physical, sporting and artistic activities

Teaching and learning resources are essential when teaching. It is important to use appropriate resources when teaching discrimination and prejudice in physical, sporting and artistic activities for learners to understand easily. When teaching discrimination and prejudice in physical, sporting and artistic activities, it is necessary to use locally available resources. Locally available resources refer to what is readily available in the school or college environment. It is not effective to rely solely on words to make meanings clear, vivid and interesting. There are many locally available resources appropriate for teaching the eradication of discrimination in physical, sporting and artistic activities.

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 important to know the relevance and how to use appropriate resources when teaching discrimination and prejudice in physical, sporting and artistic activities.

Activity 1 Identifying appropriate resources for teaching discrimination and prejudice in physical, sporting and artistic activities

Your lecturer will ask you to:

- 1 Identify appropriate locally available resources for teaching discrimination and prejudice in physical, sporting and artistic activities.
- 2 Discuss how each of the resources identified can be used to teach discrimination and prejudice in physical, sporting and artistic activities in the upper primary school classes.

Task 4 Applying appropriate resources for teaching discrimination and prejudice in physical, sporting and artistic activities

When teaching about discrimination and prejudice use appropriate resources. These should be user friendly and must have been collected from the local environment. The advantage of using teaching and learning resources from the local environment is that they are cheap and easy to find unlike commercial

resources. You should also consider learners with disabilities on resources.

Activity 1 Using appropriate resources for teaching discrimination and prejudice in physical, sporting and artistic activities

Your lecturer will ask you to:

- 1 identify different resources that can be used in teaching discrimination and prejudice in physical, sporting and artistic activities
- 2 explain different resources that have been identified for teaching discrimination and prejudice in physical, sporting and artistic activities.
- 3 discuss the importance of using appropriate resources for teaching the eradication of discrimination and prejudice in physical, sporting and artistic activities

Task 5 Conducting lessons on discrimination and prejudice in physical, sporting and artistic activities

You will learn how to conduct lessons on the teaching of discrimination and prejudice in physical, sporting and artistic activities in senior 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 senior sections of the primary school. These may include scheme of work,

Expressive arts Teacher's guide and learners' book.

When teaching lessons on the teaching of discrimination and prejudice 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 discrimination and prejudice in physical, sporting and artistic activities

On your own:

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

Tips

Use Expressive arts learners book and teacher's guide for standard 8 for practising to teach discrimination and prejudice in which this topic is covered.

Summary

In this topic, you have discussed ways in which prejudice and discrimination can negatively affect physical, sporting

and artistic activities. You have also analysed physical, sporting and artistic activities resources for eliminating discrimination and prejudice and performed plays to demonstrate the ills of discrimination and prejudice. You have also identified resources and teaching, learning and assessment methods for teaching this topic in primary schools. Discrimination can lead to harassment and victimisation. This can result in anxiety, sadness, depression and a feeling of guilt in the victims. A school environment, therefore, has to promote inclusiveness by accommodating diverse learners in the learning process. Teaching this topic can help in attaining that.

Assessment and reflection

- 1 What does the word discrimination mean?
- 2 Explain why it is important to discourage discrimination and prejudice in physical, sporting and artistic activities.
- 3 Suggest ways of eradicating discrimination and prejudice in physical, sporting and artistic activities.
- 4 Why is drama an effective method for eradicating discrimination and prejudice in our society?

Glossary

Discrimination: unjust treatment of a certain category of

people, especially, on the grounds of age, disability, ethnicity, origin, race, religion or sex.

Prejudice: pre-conceived opinion that is not based on reason or actual experience leading to an unfair dislike for a person or idea.

Theatre for social change and development: progression from the traditional theatre form which was less interactive to a more dialogical theatre form with the audience

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Further reading

www.faqs.org › Health › Healthy
Living V1 › Physical Fitness

TOPIC 7

Teaching traditional means of expression and communication in sports and arts

Time: 5 hours

Introduction

Sporting and artistic activities in the school and community include ball games, gymnastics, weaving, singing and drama among others. Sporting and artistic activities make bodies physically fit, are sources of income and they attract learners to school as they provide entertainment. Through participation in physical, sporting and artistic activities, learners are able to express their inner feelings and to communicate with the outside world.

Sporting activities and artistic products use repetitions and contrasts. In a musical composition, for example, a melodic line with different words may have the same tune as another melodic line. In dancing, performers may make the same dancing styles or change completely as they dance. In sporting activities, a player may play using the head and then the foot, as an example of contrasts. Designers use repetitions and contrasts in products such as scarfs, pieces of fabric and woven items. In woven items, you can weave in and out of warps and wefts. In addition, after weaving some rows, you can repeat the pattern from the beginning.

In this topic, you will look at repetitions and contrasts in physical, sporting and artistic activities like songs, dances and drawing. You will also explain the importance of repetitions and contrasts and how they affect sporting and artistic activities. In

addition, you will perform traditional dances using relevant costumes.

Finally, you will prepare lesson plans on the topic and present them in class for peer review.

Success criteria

Student teachers must be able to:

- use repetitions and contrasts in physical, sporting and artistic activities as a means of expression and communication
- produce artistic representations to communicate cultural and multicultural values in their communities
- use artistic representations to communicate cultural and multicultural values
- identify appropriate resources in teaching expression and communication skills in physical, sporting and artistic activities
- use appropriate teaching, learning and assessment methods in teaching communication skills in physical, sporting and artistic activities
- conduct lessons on expression and communication skills in physical, sporting and artistic activities

Background information

Repetitions in expressive arts are the re-appearance of a shape, design, pattern, steps or any visual work in art works. In music, for example, a melodic line can come several times but with different words. Most pieces of music will go back to the chorus as

a repetition to reinforce their message. Shapes may recur in different parts of a drawing. Certain dancing moves may come again and again as people dance.

Contrasts are an arrangement of different or opposite features of a piece of artwork. For example, after a melodic line (tune) you may have a totally different tune in the same song. In drawing, you may have different shapes like a line followed by a shape and then different shapes. In use of colours, you may have different colours, for example, white then blue then white or another colour in a pattern. Contrast can be in the form of colour, shape, value, type, texture, alignment, direction and movement.

Repetitions and contrasts as means of expression and communication are reflected in your day to day life. In teaching this, you have to make sure learners know that repetitions and contrasts are common features in their life. You have to bring simple examples from learners' experiences before introducing complex examples from songs, dances and drawings.

Tasks

There are six tasks in this topic.

Task 1 Using repetitions and contrasts in physical, sporting and artistic activities

Repetitions and contrasts in physical, sporting and artistic activities can be used as a means of expression and communication in the following ways:

- they reinforce the message in the artwork like a chorus in a piece of music
- they create rhyme
- they create excitement to the viewers or listeners
- they attract the viewers' attention because they create patterns that are attractive and appealing to the feelings

However, too much repetition and contrast can bring monotony and boredom in a piece of art work or sporting activities. For example, if a player overdrives supporters can boo him/her to show their disapproval.

Activity 1 Using repetitions and contrasts in physical, sporting and artistic activities

Your lecturer will ask you to:

- 1 study the *expressive arts teacher's guides* for senior. Identify topics that deal with repetitions and contrasts
- 2 analyse each topic and identify the forms of repetitions and contrasts in them
- 3 discuss the use of the forms of repetitions and contrasts which you have identified in 2 above
- 4 compose a song with four melodic lines. Make two melodic lines repeated and two lines contrasted

Activity 2 Using repetitions and contrasts in songs

On your own:

- 1 Ask learners to sing the Malawi National Anthem verse 2. Let them

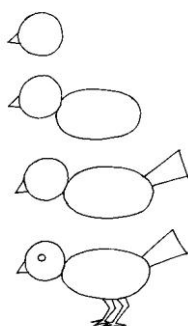
identify the repeated tune (melodic lines) and contrasting lines.

- 2 Ask learners to compose a song with repetitions and contrasts

Task 2 Producing artistic representations to communicate cultural and multicultural values

One of the artistic representations which can be used to communicate cultural and multicultural values is drawings. Drawing is the art of joining and orderly arrangement of lines. The lines can be straight, curved, zigzag or they can form different shapes like triangles, rectangles, squares and circles etc. There are two types of drawing:

- 1 Freehand drawing. The artist uses pen/pencil and paper only during drawing.
- 2 Tracing. This is the transfer of drawings or patterns from one surface to another.
- 3 Step by step drawing. As you or learners begin, you can draw items by joining lines and shapes (building on the lines and shapes) in a logical order as in the following diagram:



- 4 The drawing alphabet/ABC of drawing

The drawing alphabet is made up of lines and geometrical shapes. A meaningful combination of the lines and shapes create desired shapes and objects.

Activity 1 Drawing different objects

Your lecturer will ask you to:

- 1 Study the primary school expressive arts syllabus and teachers guides for senior classes and identify topics on drawing.
- 2 Draw different familiar objects.
- 3 Study one of the drawings you have produced and discuss how you can improve on the drawing.
- 4 Re-draw the item in 3 using the ways you have discussed on how you can improve it.

Activity 2 Teaching drawing

On your own:

- 1 Ask learners to draw different items of their choice.
- 2 Ask learners to comment on the drawings.
- 3 Ask the learners to analyse repetitions and contrasts in the drawings
- 4 Ask learners to explain the importance of the repetitions and contrasts in the drawings.

Tips

Give learners some cutouts from newspapers or magazines as templates for drawings

Task 3 Using artistic representations to communicate cultural and multi-cultural values

Another artistic representation which can be used to communicate cultural and multi-cultural values is costumes. Costumes can be ready made or can be made from local or commercial materials. They can also be improvised. In order to produce costumes, consider the following factors:

- body measurement of the person to wear
- materials you will require for the costume
- design and pattern of the costume
- activity for which the costume is being made

Costumes in drama can take various forms and have specific functions such as:

- show a character being portrayed in the play or performance
- communicate information about the time or period the play is being conducted
- exaggerate the character and in the process bring fun in the play

Costumes are made from different materials such as cloth, animal skins and sisal, among others. To make costumes for drama, you need to know the characters you are going to portray. In dances, you need to know the type of traditional dance you will perform. Costumes will vary from one activity to another.

Attire for sporting activities varies from one sporting activity to another.

Attire is important because of the following reasons:

- allows for free movement during the activity
- shows identity of players and the sporting activity
- makes the activities colourful and beautiful
- attracts spectators to watch the game

Activity 5 Using artistic representations to communicate cultural and multi-cultural values

Your lecturer will ask you to:

- 1 find out from the communities around the traditional dances that are performed and the costumes that they use
- 2 research the link between the costumes used in the dance and the traditions, beliefs and values of which the costumes communicate
- 3 collection different materials for producing costumes for traditional dances from different communities in Malawi
- 4 produce different costumes for traditional dances
- 5 discuss the different beliefs of communities in Malawi the costumes express and communication.

Tips

Choose different traditional dances performed in Malawi and their different costumes.

Activity 6 Using costumes to communicate cultural and multi-cultural values

On your own:

- 1 ask learners to name traditional dances in their village or surrounding villages
- 2 ask them to identify costumes used in the different traditional dances
- 3 let them analyse the costumes and describe how they are made
- 4 let them compare and contrast the costumes by analyzing their similarities and differences
- 5 let them discuss how they can improve the costumes they have brought
- 6 ask them to use the costumes in performing any one traditional dance.

Task 4 Identifying appropriate resources in teaching expression and communication skills in physical, sporting and artistic activities

Teaching and learning resources are essential when teaching any concept. Locally available resources refer to what is readily available in the school or college environment. It is not effective to rely only on words to make meanings clear, more vivid and interesting. There are many locally available resources appropriate for teaching means of expression and communication skills in physical, sporting and artistic activities.

Activity 1 Identifying appropriate resources in teaching means of expression and communication skills in physical, sporting and artistic activities

Your lecturer will ask you to:

- 1 Identify different resources for teaching means of expression and communication skills in physical, sporting and artistic activities.
- 2 list the different resources that have so far been identified in the topic for teaching:
 - a. physical and sporting activities
 - b. artistic activities
- 3 Discuss the importance of using appropriate resources in the teaching means of expression and communication skills in physical, sporting and artistic activities.
- 4 Discuss criteria for selection of appropriate resources for teaching means of expression and communication skills in physical, sporting and artistic activities in the senior classes

Task 5 Using appropriate teaching, learning and assessment methods in teaching communication skills in physical, sporting and artistic activities

Communication skills in physical, sporting and artistic activities are best learnt in participatory and hands on ways. Students should be engaged to do and create 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 things mechanically. This

will help them to understand the concepts better. 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 to understand teaching methods especially, their strengths and weaknesses and guidelines for use so that you improve your teaching.

Activity 1 Using appropriate teaching, learning and assessment methods in teaching communication skills 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 expression and communication skills in physical, sporting and artistic activities

Task 6 Conducting lessons on means of expression and communication

Effective teaching depends on several factors. The factors include the following:

- adequate preparation by the teacher through writing schemes of work and lesson plans covering the topic
- identifying suitable methods to teach a topic. In this topic, several methods can be used like *K-W-L*,

demonstration, gallery walk/tour, bus stop/work stations. You should select methods that engage learners and make them think and develop their knowledge and skills.

- have a variety of activities in the lesson. These activities will ensure that most learners enjoy the lessons but also cater for learner diversity.
- use different resources for lessons. In this topic, you will need resources such as sisal, local environment, costumes, songs and resource persons.
- visits to the local community to enrich learning.

Activity 1 Preparing and presenting lessons on means of expression and communication

Your lecturer will ask you to:

- 1 prepare a lesson plan on body movements in groups for senior section.
- 2 use the lesson plan to micro teach
- 3 evaluate the lesson

Tips

Use primary instructional materials to design the lesson plans.

Summary

In this topic, you have looked at expression and communication skills in sporting and artistic activities. You looked at repetitions and contrasts, what they are and their importance in sporting and artistic activities. Also you looked at the definition of drawing, why people draw and types of drawing. You also looked at

costumes and attire for different sporting and artistic activities, their importance and how to produce them. Finally, you looked at possible teaching, learning and assessment methods for this topic.

Assessment and reflection

- 1 How would you demonstrate the concept of repetitions and contrasts to learners in senior primary?
- 2 Why do you think dance and drama should always use costumes?
- 3 From what you have learned in this topic, suggest ways of improving your teaching of “means of expression and communication in sporting and artistic activities” in senior classes.

Glossary

- Attire:** dress or costume used for a particular sporting or artistic activity
- Attribute:** an element or characteristic of an activity
- Character:** personality that is being represented
- Costume:** dress or clothing used in a performance especially drama
- Loom:** an apparatus for making a fabric or product by weaving
- Mask:** something one wears especially in the face to hide identity of the person

Perforation: holes made around an object in order to trace it using chalk dust or live pen

Warps: vertical strands in weaving

Wefts: horizontal strands in weaving

Template: an outline of the object to be drawn

References

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- Malawi Institute of Education (2010). *IPTE – ODL expressive arts modules 1 – 3*. Domasi: MIE

Further reading

www.faqs.org › Health › Healthy Living V1 › Physical Fitness

<https://www.nia.nih.gov/health/publication/exercise-physical.../chapter-1->

[get-ready](#)

TOPIC 8

Holistic teaching of physical, sporting and artistic activities

Time: 5 hours

Introduction

Holistic teaching is derived from a philosophy of education that believes that a person has to be linked to a society and the world to find the self and value of life. Furthermore, holistic teaching also considers the three domains of education, namely, cognitive, affective and psychomotor. To achieve this, the whole being of a person has to be developed.

Involvement in physical, sporting and artistic activities is essential because it provides opportunities for both holistic development of the learner as well as a means of teaching other subjects effectively. All the components of expressive arts, namely, music, dance, drama, creative arts and physical education can be employed in teaching other subjects more effectively.

This unit introduces you to ways in which expressive arts can be used to teach other subjects more effectively.

Success criteria

Student teacher must be able to:

- analyse the importance of holistic teaching.
- identify strategies for holistic teaching.

- assess challenges in holistic teaching.

Background

Education ought to guarantee a well-balanced and healthy person.

Education is far more than just a student getting good grades for learning concepts. Education has to take into account the whole person. That is what is known as holistic education. Physical education, performing and creative arts play a big role in holistic teaching as they take into consideration aspects of education that are beyond mere concept learning. Teaching physical, sporting and artistic activities should take into consideration emotions, aesthetics, personal thoughts and health of individual learners.

You need to incorporate holistic teaching principles and approaches as you teach expressive arts and other subjects. As you teach expressive arts or any other subject, you have to tap on the experiences of learners and ensure they are given chances express to themselves.

Tasks

There are three tasks in this topic.

Task 1 Analysing the importance of holistic teaching

A healthy and confident learner may easily learn a variety of concepts. In addition, holistic teaching helps learners to apply concepts learnt in school to home and other situations where they connect and converse with other people. Holistic teaching also helps to develop creativity in learners which is the key in developing skills of innovation and inspiration.

Furthermore, holistic teaching can help to support those with learning disabilities as it pays attention to the needs of all learners.

Activity 1 Analysing the importance of holistic teaching

Your lecturer will ask you to:

- 1 Carry out research into what holistic teaching is. Present your findings to the class for discussion.
- 2 Discuss how holistic teaching can help to discover and develop learners' individual talents and strengths.
- 3 Go through expressive arts instructional materials and discuss how holistic teaching is reflected in the materials.

Tips

All expressive arts textbooks and teacher's guides are key in conducting Activity 1 C.

Task 2 Identifying strategies for holistic teaching

Teachers ought to identify the needs of all learners. Teachers need a checklist of the needs of their learners. While teaching physical, sporting and artistic activities, teachers can enhance learners' ability by encouraging their creativity.

To promote holistic learning in physical, sporting and artistic activities, provide opportunities for learners to discover new ideas or inventions within their abilities. Teachers should give chance to learners to think about how they can add fun or suggestions to the activities. Doing so promotes the holistic development of learners and enhances their physical, social, emotional and spiritual development. Although a lesson plan presents a sequence to be followed and content to be mastered by the end of a lesson, teachers should be flexible to allow the development of creativity in their learners. Holistic teaching, therefore, opens up the classroom to the use of a variety of teaching and learning strategies. The teacher allows for strategies that make the learner free to unlock their talents and discover their inner strengths. Critical thinking strategies and participatory teaching/learning strategies are key to holistic teaching.

Holistic teaching strategies can be employed in physical, sporting and artistic activities. Some aspects of holistic teaching are team building and developing creativity in learners.

- a. You can begin by introducing learners to a number of team building activities. It is important to take some time to give your class an opportunity to bond and have some fun. Let them play.
- b. Provide the resources and the autonomy to explore ideas. Learners should be given chances to interact with resources.



Boys and girls working together in an artistic activity

Through holistic teaching and learning, expressive arts can help in the teaching of other subjects. Similarly, concepts learnt in other subjects can help learners in developing their dance, music, drama, sporting activities and visual arts.

Activity 1 Discovering strategies of holistic teaching

Your lecturer will ask you to:

- 1 From expressive arts instructional materials, pick out activities that display strategies of holistic teaching.
- 2 In groups, identify critical thinking methods that are ideal for teaching expressive arts in order to promote holistic learning.
- 3 From your knowledge of participatory methods of teaching, identify participatory teaching methods for teaching expressive arts to promote holistic learning.
- 4 Discuss how you can improve the selected activities in Task 1 a.
- 5 Discuss team building and creativity development activities you can use in senior classes.

Tips

- all expressive arts textbooks and teacher's guides are key to conduct Task 1.
- ICT should be considered.

Activity 2 Using holistic teaching strategies

On your own:

- 1 Design a lesson plan for any senior class incorporating team building and creativity development activities.
- 2 Use the lesson plans to micro-teach.

- 3 Peer-evaluate the lesson plans by focusing on how the activities were used in the lessons.

Tips

Use expressive arts instructional materials (syllabus, learners books and teachers guides) for various classes.

Task 3 Assessing challenges in Holistic Teaching

There are many challenges teachers face when employing holistic teaching in physical, sporting and artistic activities. Some of these are discussed here.

A child's life experiences include both the school (both in class and out of class experience) and the home. However, it seems teachers and parents appear to treat them separately and not as integral experiences of the child. The challenge is, therefore, approaching the child's growth as collaboration between parents and teachers in fulfilling the needs and goals of a child.

One other challenge is applying holistic teaching in a class of learners of diverse needs and abilities. Holistic teaching demands teachers having knowledge of the needs and abilities of individual learners. This requires effort on the part of teachers. With large classes in many schools, this becomes problematic and challenging.

Holistic teaching demands teachers to be very creative and also instil creativity in their learners. The teacher may need resources and time for all this. However, this does not mean holistic teaching should not be used. Teachers must find means of overcoming these challenges.

Activity 1 Assessing challenges of holistic teaching

Your lecturer will ask you to:

- 1 Study the expressive arts instructional materials. Are the challenges of holistic teaching reflected in these materials?
- 2 Discuss how holistic teaching could face challenges in a class of learners with diverse needs.
- 3 Suggest possible solutions to the challenges to holistic teaching discussed in this topic.

Activity 2 Overcoming challenges in holistic teaching

Your lecturer will ask you to read the story and answer the questions following at the end:

Mary Banda is a student teacher. During an Expressive arts lesson on football, she gave a ball to the Standard 8 class and stood outside the football ground watching the learners playing football during the whole period.

- 1 Do you think all learners are involved in this lesson? Explain your answer.

- 2 If you were Mary Banda, suggest the relevant teaching methods you could have used to involve all learners with different learning abilities in this class.

Tips

ICT like internet must be considered.

Summary

In this topic, you have explored the importance of holistic teaching of physical, sporting and artistic activities. Some strategies for holistic teaching have been identified and its challenges assessed. You identified solutions related to challenges in holistic teaching in the primary school curriculum. It cannot be overemphasised that holistic teaching is important as it helps in the full development of person by considering all domains of learning.

Assessment and reflection

- 1 Explain what holistic teaching is.
- 2 Discuss the importance of holistic teaching in physical, sporting and artistic activities.
- 3 Explain the importance of team building in holistic teaching and learning.
- 4 Outline challenges of holistic teaching in physical, sporting and artistic activities.
- 5 Suggest ways of overcoming the challenges of holistic teaching.
- 6 From your study of this topic, what would the importance of holistic teaching apart from those listed in this topic?
- 7 How can you best use holistic teaching in other subjects apart from Expressive arts in the senior classes?

Glossary

Holistic teaching: approach linking a person to a society and world at large to find the self and value of life through learning and teaching process

References

An education for self-discovery', *singteach. n i e . edu.sg*, issue 42 may / jun 2013
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Expressive arts students' book. Domasi: MIE

Further reading

<https://www.ncbi.nlm.nih.gov/books/NBK201493/>
New Zealand Ministry of Education (2000). *Creative play: physical activity, Years 1-3: key area of learning, physical activity*. New Zealand: Learning Media