JSS 2 CULTURAL & CREATIVE ARTS (CCA) LESSON NOTES

FIRST TERM

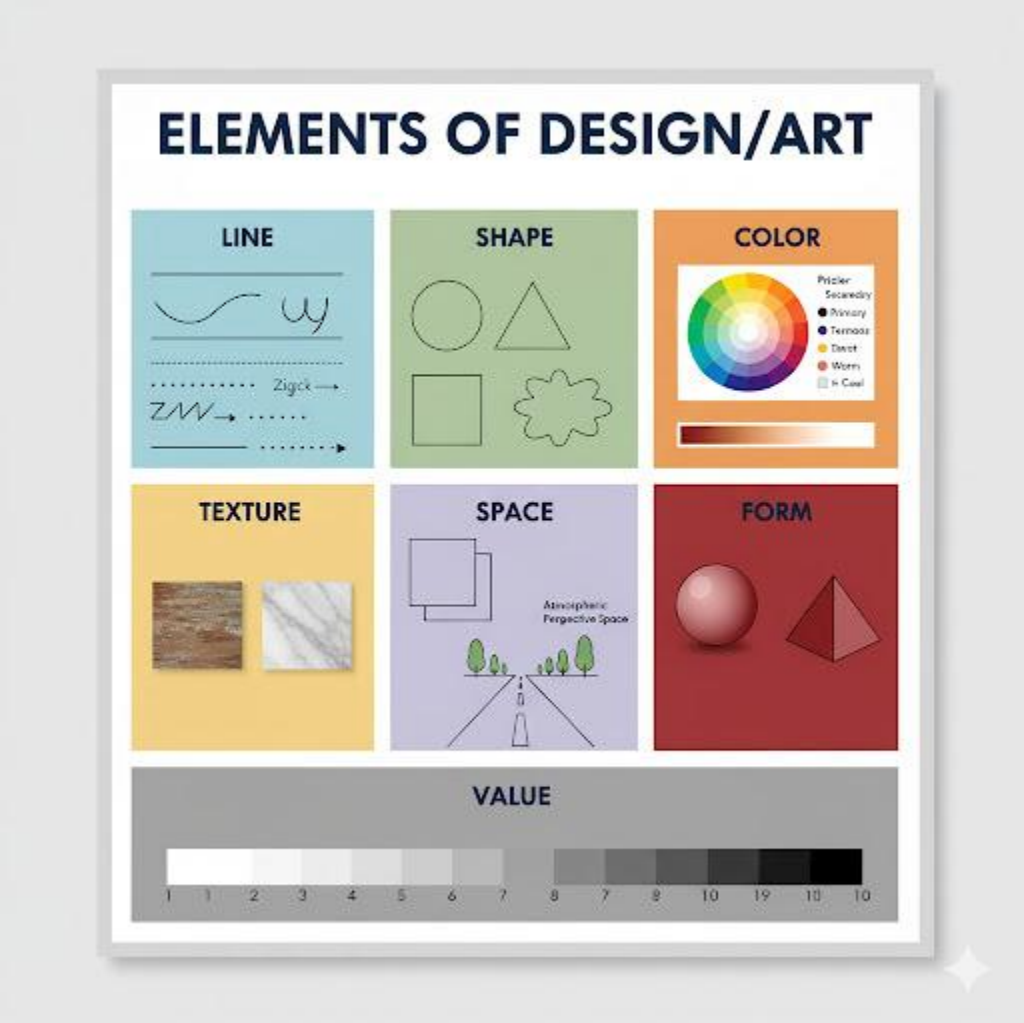
Week	Topic	Content
1	**Elements of Design/Art**	Meaning of elements of design; Elements of design (line, shape, colour, texture, space, form, value); Applications of elements of design.
2	**Principles of Design/Art**	Meaning of principles of design; Principles of design (balance, contrast, harmony, rhythm, proportion, unity); Uses of principles of design.
3	**Crafts: Materials, Tools and Equipment**	Meaning of crafts; Materials/tools/equipment for making crafts; Craft locations in Nigeria.
4	**The Study of Colours (Part 1)**	Meaning of colour; Classification and mixing of colours; Importance of colour in painting and design.
5	**Midterm Test**	—
6	**The Study of Colours (Part 2)**	Local colours and their sources; Attributes/characteristics of colour; Uses of colour.
7	**Midterm Break**	—
8	**The Study of Colours (Part 3)**	Making a colour wheel (practical).
9	**Colour Application in Crafts**	Colour production; Application of colour in craft works; Why we apply colours on crafts.
10	**Drawing**	Meaning of drawing; Types of drawing; Materials/media for drawing; Shading techniques in drawing; Purpose of drawing.
11	**Revision**	Revision of all topics.
12	**Examination**	First Term Exam.

13	**Closing**	End of term activities.

WEEK 1: ELEMENTS OF DESIGN/ART

Meaning of Elements of Design

Elements of design are the basic visual components or building blocks used by artists to create artworks. They are the fundamental tools through which artists communicate ideas, express creativity, and convey meaning in both two-dimensional and three-dimensional works. Understanding these elements is essential for producing aesthetically pleasing, balanced, and functional designs.



Elements of Design

1. **Line**

- A line is a continuous mark made on a surface. Lines can be straight, curved, thick, thin, horizontal, vertical, or diagonal.
- Uses: Lines can define shapes, indicate movement, create textures, or suggest emotions in artworks.

2. **Shape**
    - Shapes are enclosed spaces created when lines meet. They can be geometric (square, circle, triangle) or organic (irregular, natural shapes).
    - Uses: Shapes form the basis of objects in art and design and help organize space in compositions.
3. **Colour**
    - Colour refers to the visual perception of different wavelengths of light. Colours can be primary, secondary, tertiary, warm, or cool.
    - Uses: Colour conveys mood, attracts attention, indicates importance, and adds aesthetic appeal.
4. **Texture**
    - Texture is the surface quality of an object that can be seen or felt. It can be rough, smooth, soft, hard, glossy, or matte.
    - Uses: Texture adds realism, depth, and interest to artworks and can evoke tactile sensations.
5. **Space**
    - Space refers to the area within, around, and between objects in a composition. It can be positive (occupied by objects) or negative (empty areas around objects).
    - Uses: Proper use of space creates balance, perspective, and a sense of depth in art.
6. **Form**

- Form refers to objects that have three dimensions: height, width, and depth. Forms can be geometric (cube, sphere, cone) or organic (natural, irregular shapes).
- Uses: Form gives a realistic or three-dimensional appearance to artworks.

7. **Value**
    - Value refers to the lightness or darkness of a colour or shade. It is used to create contrast, depth, and emphasis in artworks.
    - Uses: Value helps to highlight important areas, create shadows, and add visual interest.

Applications of Elements of Design

- **In Drawing and Painting:** Artists use lines, shapes, colours, textures, and values to create realistic or abstract artworks.
- **In Graphic Design:** Elements of design are applied in advertisements, posters, logos, and websites to attract attention and convey messages.
- **In Architecture and Interior Design:** Space, form, texture, and colour are used to design buildings, rooms, and landscapes that are functional and visually appealing.
- **In Fashion Design:** Line, colour, texture, and form are used to design garments that are aesthetic and wearable.
- **In Product Design:** Elements of design help in creating appealing, user-friendly, and ergonomic products.

Understanding these elements enables students to create artworks that are harmonious, expressive, and well-composed.

EVALUATION

1. Define the elements of design.

2. List all the seven elements of design.
3. Explain the meaning of line, shape, and texture in art.
4. Mention three uses of colour in artworks.
5. State two ways space and form can be applied in design.

ASSIGNMENT

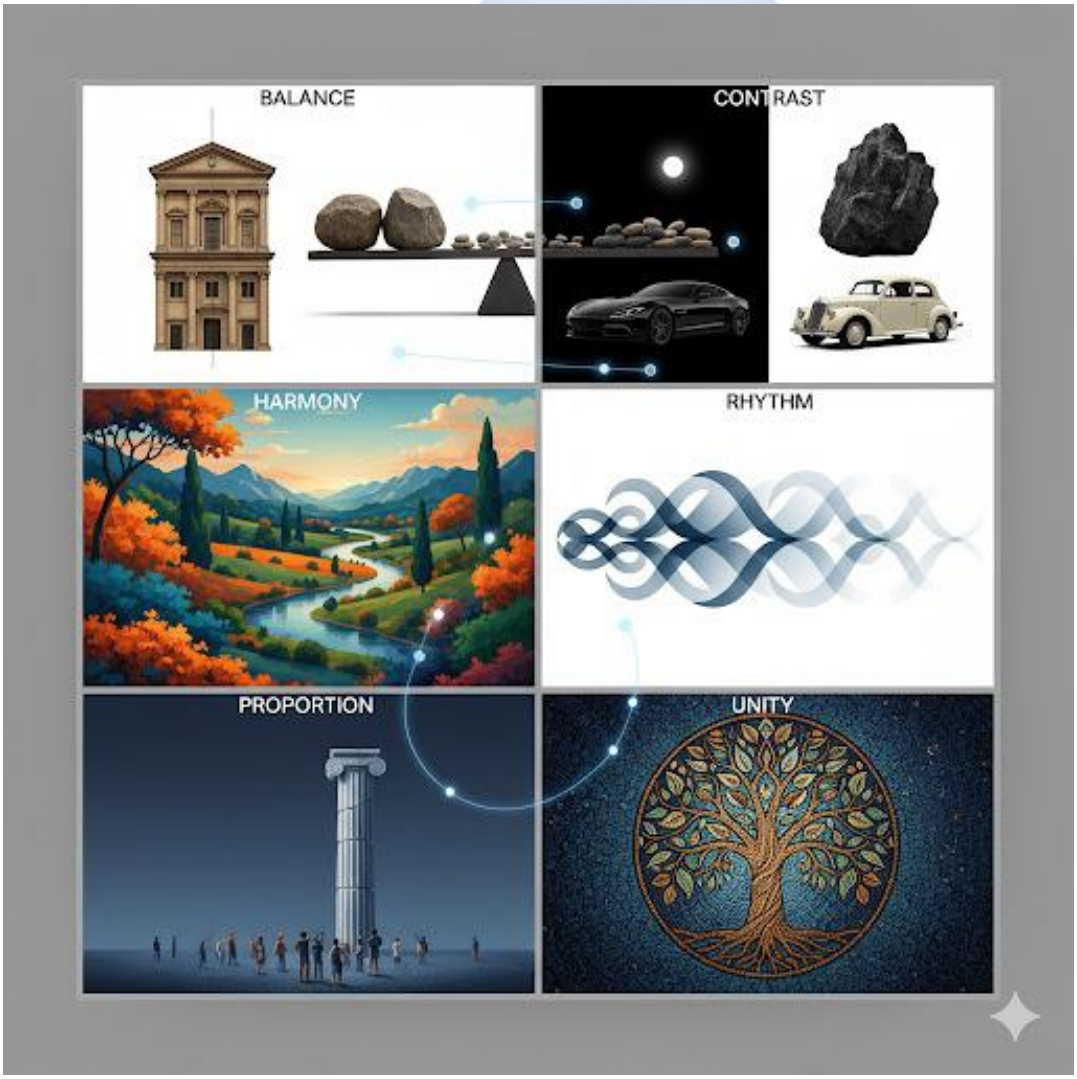
1. Draw and label an artwork showing all seven elements of design.
2. Write short notes on the application of elements of design in fashion, architecture, and product design.
3. Choose a classroom object and describe how line, shape, colour, and texture are used in its design.

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WEEK 2: PRINCIPLES OF DESIGN/ART

MEANING OF PRINCIPLES OF DESIGN

- The **principles of design** are the **rules, guidelines, or concepts** that guide how the elements of art (line, shape, form, colour, texture, space, value) are combined or arranged in a work of art.
- They help an artist organize ideas, create balance, and communicate effectively through visual expression.
- In simple terms, **principles of design are the "laws of arrangement"** that make artworks appealing, meaningful, and well-structured.



PRINCIPLES OF DESIGN

1. **Balance**
    - The equal distribution of visual weight in a design.
    - Can be **symmetrical** (same on both sides), **asymmetrical** (different but still balanced), or **radial** (arranged around a central point).
    - Example: A painting where objects are evenly arranged so that one side is not heavier than the other.
2. **Contrast**
    - The noticeable differences between elements of art in a design.
    - Contrast may occur in **colour (light vs. dark), shape (large vs. small), texture (smooth vs. rough)**, etc.
    - It makes an artwork interesting and eye-catching.
3. **Harmony**
    - The agreement, similarity, or unity among elements in a design.
    - When colours, shapes, and lines complement each other without clashing.
    - Example: A painting where cool colours like blue and green are used together.
4. **Rhythm**
    - The repetition of elements (line, colour, shape, form) in a design to create movement and flow.
    - Just like rhythm in music, it gives a sense of **beat and pattern** in visual art.
5. **Proportion**
    - The relative size and scale of objects in a design.
    - It helps to show **relationship in size** between parts of a whole.

- Example: A drawing of a human being with the head, hands, and legs drawn in the correct sizes.

6. **Unity**
    - The quality that makes a design look like a complete whole.
    - Achieved when all parts of the artwork work together towards a single purpose.
    - It gives coherence, order, and completeness to a piece of art.

USES OF PRINCIPLES OF DESIGN

- They help in creating **order and structure** in artworks.
- They make artworks **attractive, balanced, and appealing**.
- They guide the **arrangement of elements of art**.
- They help in **communicating messages effectively** through art.
- They bring out the **creativity and originality** of the artist.
- They are useful in **designing everyday objects** such as clothes, posters, buildings, and decorations.

EVALUATION

1. What are principles of design?
2. List and explain three principles of design with suitable examples.
3. State three uses of principles of design in artworks.
4. Differentiate between **balance** and **harmony** in design.
5. Explain the meaning of proportion with one example.

ASSIGNMENT

1. Define principles of design and list all the six discussed in class.
2. Draw and label simple sketches that show **symmetrical balance** and **radial balance**.
3. Explain **five (5) practical ways** in which principles of design are applied in daily life (e.g., fashion, architecture, interior decoration, poster design, advertising).

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WEEK 3: CRAFTS – MATERIALS, TOOLS AND EQUIPMENT

Meaning of Crafts; Materials/Tools/Equipment for Making Crafts; Craft Locations in Nigeria



MEANING OF CRAFTS

Crafts are creative works made by hand using different materials, tools, and equipment. They involve skill, imagination, and practice. Crafts are part of cultural and creative arts because they express culture, provide beauty, serve functional purposes, and can be a source of income.

Crafts are different from fine arts such as painting and sculpture because they are usually more practical and useful in everyday life. Examples include pottery, weaving, carving, basketry, beadwork, leatherwork, and blacksmithing.

Crafts are important in society because they preserve culture, create employment, and contribute to economic development.

MATERIALS FOR MAKING CRAFTS

Materials are the raw items used in producing crafts. They can be natural or man-made.

- **Natural Materials:** wood, clay, raffia, palm fronds, animal skins, stones, shells, bamboo, metals.
- **Man-Made Materials:** fabrics, glass, beads, dyes, synthetic leather, plastic.

Examples:

- Pottery → clay
- Basket weaving → raffia, cane, palm fronds
- Beadwork → beads, strings
- Carving → wood, stone

TOOLS FOR MAKING CRAFTS

Tools are hand instruments used to shape, cut, join, or decorate materials when making crafts.

- Pottery: potter's wheel, modeling stick, kiln.
- Weaving: loom, shuttle, comb.
- Carving: chisels, knives, mallets, gouges.
- Basketry: knife, needle, awl.
- Beadwork: scissors, pliers, needles.
- Leatherwork: punch, hammer, knife, needle.

EQUIPMENT FOR MAKING CRAFTS

Equipment are larger or more advanced implements and machines used for craft production.

- Pottery: kiln (for firing clay pots).
- Weaving: large looms.
- Textile craft: sewing machines, dyeing vats.
- Leatherwork: cutting machines.
- Metalwork: furnace, forge, anvil.

CRAFT LOCATIONS IN NIGERIA

Crafts are produced across Nigeria and many communities are known for their unique crafts:

- **Pottery:** Nok (Kaduna), Suleja (Niger), Okigwe (Imo).
- **Basketry:** Bida (Niger), Ikot Ekpene (Akwa Ibom).
- **Carving:** Benin City (Edo), Oyo (Oyo State).
- **Textile/Weaving:** Akwete (Abia), Kano (Kano State), Ilorin (Kwara).
- **Leatherwork:** Kano (Kano State), Sokoto (Sokoto State).
- **Brass and Bronze Casting:** Benin City (Edo).
- **Beadwork:** Ile-Ife (Osun), Bida (Niger).

SUMMARY OF CRAFTS, MATERIALS, TOOLS, EQUIPMENT AND LOCATIONS

Craft	Materials	Tools/Equipment	Locations in Nigeria
Pottery	Clay	Potter's wheel, kiln	Nok, Suleja, Okigwe

Basketry	Raffia, cane, palm fronds	Knife, needle, awl	Bida, Ikot Ekpene
Carving	Wood, stone	Chisels, mallets, knives	Benin, Oyo
Textile/Weaving	Yarn, cotton, silk	Loom, shuttle, sewing machines	Akwete, Kano, Ilorin
Leatherwork	Animal skins	Knife, punch, hammer, cutting machine	Kano, Sokoto
Beadwork	Beads, strings	Scissors, needles, pliers	Ile-Ife, Bida
Bronze Casting	Brass, bronze	Furnace, forge, anvil	Benin City

EVALUATION

1. Define crafts.
2. Mention four natural materials used in craft production.
3. List three tools used in pottery and three tools used in weaving.
4. State three equipment used in leatherwork.
5. Mention two Nigerian towns known for beadwork and bronze casting.

ASSIGNMENT

1. Write short notes on the following crafts:
   a) Pottery
   b) Basketry
   c) Leatherwork
2. Differentiate between tools and equipment in craft production, giving at least two examples of each.

3. Conduct a simple research (through interview, observation, or the internet) on any local craft practiced in your community and write about its materials, tools, and importance.

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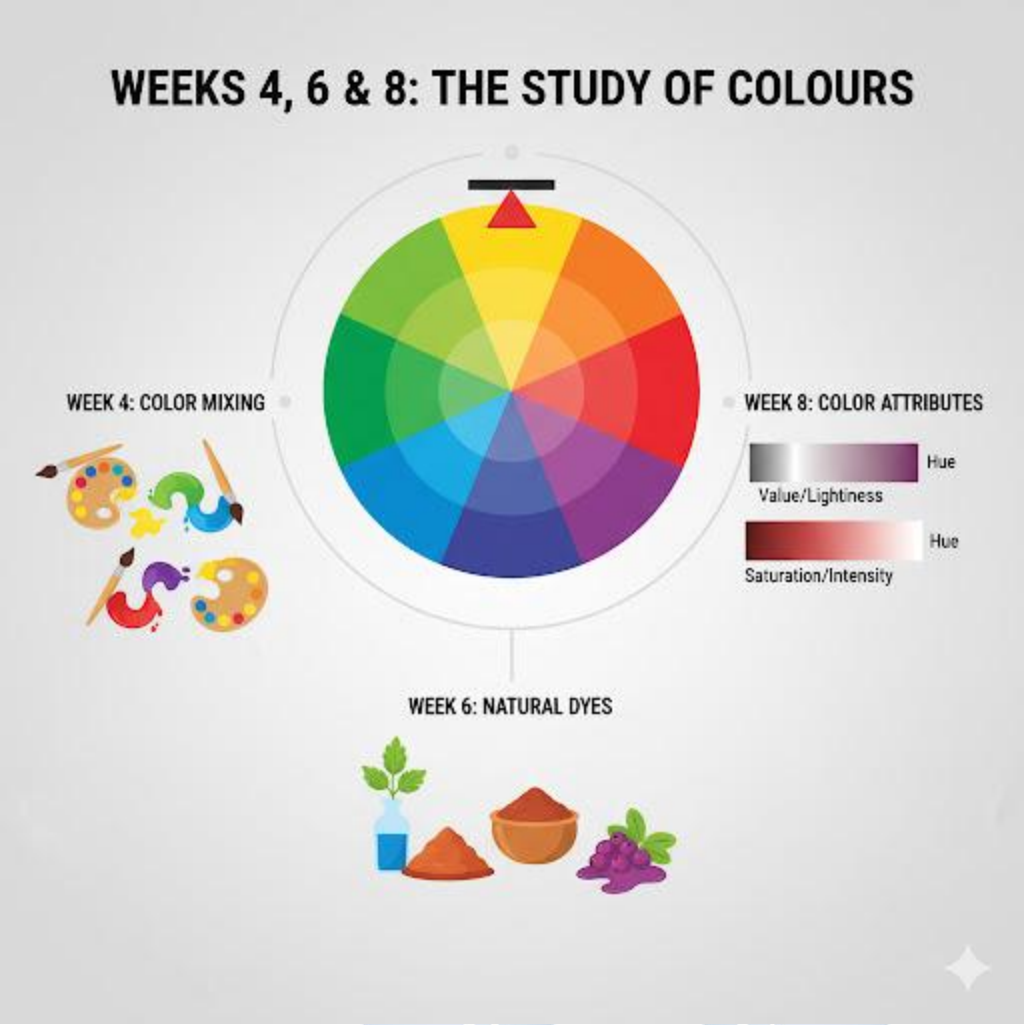
WEEK 4: THE STUDY OF COLOURS (PART 1)

- Meaning of Colour
- Classification of Colours
- Mixing of Colours
- Importance of Colour in Painting and Design

MEANING OF COLOUR

- Colour is the visual impression created by the way an object reflects or emits light.
- It is one of the most important elements of art used in drawing, painting, and design.
- Colours give beauty, life, mood, and meaning to artistic works.
- Every object has colour; without colour, the world would appear dull and unattractive.

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CLASSIFICATION OF COLOURS

1. **Primary Colours**
    - Red, Blue, Yellow.
    - These are the three main colours that cannot be created by mixing other colours.
    - They are the foundation for creating all other colours.
2. **Secondary Colours**
    - Green, Orange, Violet (Purple).
    - They are obtained by mixing two primary colours in equal proportion:
        - Red + Yellow = Orange

- Blue + Yellow = Green
- Red + Blue = Violet

3. **Tertiary Colours**
    - Colours formed by mixing a primary colour with a neighbouring secondary colour.
    - Examples:
        - Yellow + Green = Yellow-Green
        - Red + Orange = Red-Orange
        - Blue + Violet = Blue-Violet
4. **Warm Colours**
    - Colours that suggest warmth, energy, or heat.
    - Examples: Red, Orange, Yellow.
    - They attract attention and create excitement.
5. **Cool Colours**
    - Colours that give a sense of calmness, peace, and relaxation.
    - Examples: Blue, Green, Violet.
    - They are soothing and refreshing to the eye.
6. **Neutral Colours**
    - Colours without strong brightness.
    - Examples: Black, White, Grey, Brown.
    - They are often used as background or to balance other colours.

MIXING OF COLOURS

- **Primary colours** are mixed to produce **secondary colours**.

- **Secondary colours** mixed with primary colours give **tertiary colours**.
- **Tints**: Adding white to a colour makes it lighter (e.g., red + white = pink).
- **Shades**: Adding black to a colour makes it darker (e.g., blue + black = navy blue).
- **Tones**: Adding grey to a colour reduces its intensity.
- Experimenting with colour mixing helps artists discover new shades and effects.

IMPORTANCE OF COLOUR IN PAINTING AND DESIGN

- Colour creates **beauty and attraction** in art works.
- It helps to show **mood and feelings** (e.g., warm colours for excitement, cool colours for calmness).
- It gives **meaning and symbolism** (e.g., white for purity, green for life, red for danger or passion).
- Colour adds **depth and realism** to drawings and paintings.
- It is useful in **advertising and decoration**, helping to attract customers.
- Designers use colours to **harmonize or contrast** objects for aesthetic effect.
- In fashion, interior decoration, and graphics, colour plays a vital role in appealing to people's sense of style.

EVALUATION

1. What is colour?
2. List the three primary colours.
3. Give two examples each of warm and cool colours.
4. What colour is produced when red and yellow are mixed?

5. State three importance of colour in painting and design.

ASSIGNMENT

1. Explain with examples the difference between primary and secondary colours.
2. Create a colour chart showing primary, secondary, and tertiary colours.
3. Write short notes on tint, shade, and tone with at least one example each.

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WEEK 6: THE STUDY OF COLOURS (PART 2)

Local colours and their sources; attributes/characteristics of colour; uses of colour

INTRODUCTION

Colours are an essential element of art and design. They are visual sensations created when light is reflected or absorbed by objects and perceived by the eyes. In Cultural and Creative Arts, understanding colour helps artists, designers, and learners to express ideas, emotions, and messages effectively. In this lesson, we shall study **local colours and their sources, the attributes of colours, and their uses.**



LOCAL COLOURS AND THEIR SOURCES

Local colours are colours obtained from natural sources in the immediate environment. Before the invention of synthetic paints and dyes, traditional artists used natural materials to produce pigments for art, craft, and decoration. These natural sources can be classified into **plants, animals, and minerals.**

1. **Plant Sources**
    - **Indigo plant** – gives blue dye.
    - **Henna leaves** – produces reddish-brown colour.
    - **Onion skin** – can be used for yellow or orange-brown colour.
    - **Kola nut** – produces reddish dye.
    - **Roots and barks of trees** – give various shades of brown, red, or yellow.
2. **Animal Sources**
    - **Cochineal insect** – gives a bright red colour.
    - **Snail shell secretion** – produces purple.
    - **Animal fat and blood** – sometimes mixed with other substances to create pigments.
3. **Mineral Sources**
    - **Clay and ochre** – produce shades of red, yellow, and brown.
    - **Charcoal** – produces black.
    - **Ground limestone** – produces white.
    - **Copper oxide** – gives green or blue.

ATTRIBUTES / CHARACTERISTICS OF COLOUR

Every colour has qualities or attributes that determine how it is perceived and used. These attributes include:

1. **Hue** – This refers to the name of a colour, such as red, blue, or yellow. It distinguishes one colour from another.
2. **Value (Lightness or Darkness)** – This refers to the relative lightness or darkness of a colour. Adding white produces a lighter tint, while adding black makes it darker (shade).
3. **Intensity (Saturation)** – This refers to the brightness or dullness of a colour. Pure colours are usually bright, while mixing them with other colours can make them dull.
4. **Temperature** – Colours may be described as **warm** (red, orange, yellow) or **cool** (blue, green, violet). Warm colours suggest energy, while cool colours suggest calmness.

USES OF COLOUR

Colour plays an important role in human life, art, and culture. Its uses include:

1. **In Art and Decoration** – Colours are used to paint artworks, decorate homes, and beautify objects.
2. **For Communication** – Colours can pass messages or symbolize ideas (e.g., red for danger, white for purity, green for fertility).
3. **In Fashion and Textiles** – Colours are applied in fabrics, designs, and traditional attires to enhance beauty and identity.
4. **In Religion and Culture** – Different colours are used in ceremonies, rituals, and festivals to represent beliefs and traditions.
5. **In Daily Life** – Colours help in traffic control (traffic lights), product packaging, branding, and advertisements.
6. **Psychological Effects** – Colours influence mood and emotions. For example, blue creates calmness while red can arouse excitement.

EVALUATION

1. What are local colours?
2. Mention three plant sources of local colours.
3. List the three main attributes of colour and explain them briefly.
4. Identify two cultural uses of colour in Nigeria.
5. Explain the difference between hue and value.

ASSIGNMENT

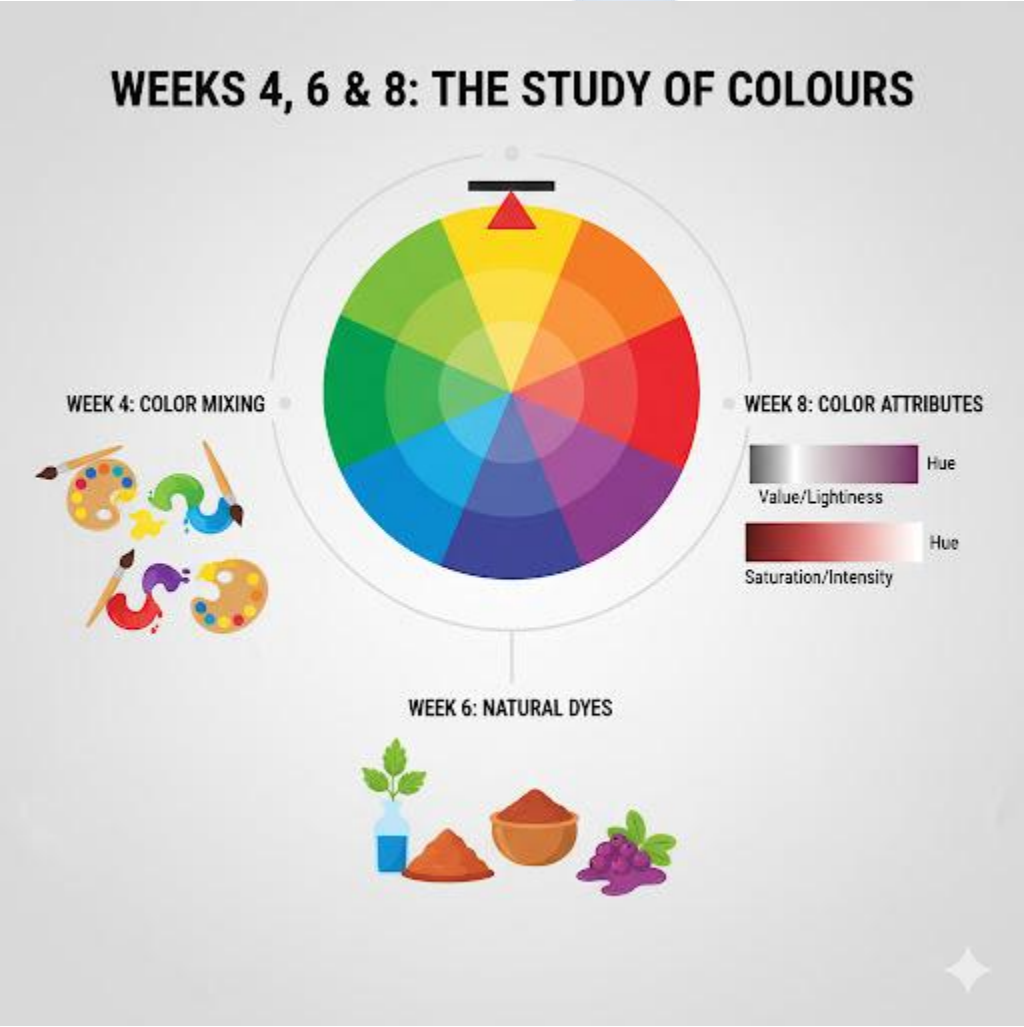
1. List and describe five sources of local colours in your environment.
2. Explain the four main attributes of colour with relevant examples.
3. Discuss five uses of colour in art, culture, and daily life, giving one example for each.

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WEEK 8: THE STUDY OF COLOURS (PART 3)

Making a colour wheel

The study of colours is a fundamental aspect of **Cultural and Creative Arts (CCA)** because it enables students to understand how colours interact, complement, or contrast with one another in artworks. A **colour wheel** is a visual representation of colours arranged according to their chromatic relationship. Creating a colour wheel is a practical exercise that helps students grasp the concepts of **primary, secondary, and tertiary colours**, as well as the relationships between warm and cool colours.



MAKING A COLOUR WHEEL

1. **Materials Needed**

- White drawing paper or card
- Pencil and ruler
- Paints (primary colours: red, yellow, blue)
- Brushes, palette, or mixing trays
- Water and cloth for cleaning brushes

2. **Steps to Create a Colour Wheel**

a. **Draw the Base Circle**

- Use a compass to draw a circle on the paper.
- Divide the circle into **12 equal sections** using a ruler and pencil to create a guide for each colour.

b. **Add Primary Colours**

- Fill three evenly spaced sections with the **primary colours**: red, yellow, and blue.
- Primary colours cannot be created by mixing other colours.

c. **Create Secondary Colours**

- Mix **two primary colours** to make secondary colours:
  - Red + Yellow = Orange
  - Blue + Yellow = Green
  - Red + Blue = Purple
- Paint each secondary colour in the section between its two corresponding primary colours on the wheel.

d. **Create Tertiary Colours**

- Mix **one primary colour with one adjacent secondary colour** to form tertiary colours:

        - Red + Orange = Red-Orange
        - Yellow + Orange = Yellow-Orange
        - Yellow + Green = Yellow-Green
        - Blue + Green = Blue-Green
        - Blue + Purple = Blue-Purple
        - Red + Purple = Red-Purple
    - Fill the remaining sections with these tertiary colours.

3. **Observation and Analysis**
    - Identify **complementary colours** (colours opposite each other on the wheel) and note how they contrast.
    - Observe **analogous colours** (colours next to each other) and note how they harmonize in design.
    - Discuss **warm colours** (red, orange, yellow) and **cool colours** (blue, green, purple) and their emotional or visual effects in artworks.

IMPORTANCE OF MAKING A COLOUR WHEEL

- Helps students understand **colour relationships** and colour theory.
- Aids in the **selection of harmonious or contrasting colours** for art projects.
- Encourages **hands-on creativity** and experimentation with mixing colours.
- Develops students' **observation skills** and understanding of visual effects in art.
- Provides a reference for future **painting, design, and craft projects**.

EVALUATION

1. Define a colour wheel and explain its purpose.
2. List the primary, secondary, and tertiary colours.
3. Explain the difference between complementary and analogous colours.
4. Describe the steps involved in making a colour wheel.
5. Identify warm and cool colours from your own colour wheel.

ASSIGNMENT

1. Draw your own colour wheel and label all primary, secondary, and tertiary colours.
2. Mix two sets of primary colours to create two new secondary colours and paint them on a small segment of the wheel.
3. Identify and list three pairs of complementary colours and explain how they can be used in an artwork.

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WEEK 9: COLOUR APPLICATION IN CRAFTS

- Colour Production
- Application of Colour in Craft Works
- Reasons for Applying Colours on Crafts

INTRODUCTION

Colour is an important element in art and design. It brings life, beauty, and meaning to artworks and crafts. In crafts, colour is not only used for decoration but also to communicate ideas, symbolize traditions, and improve the value of the work.

In this lesson, we will discuss how colours are produced, how they are applied in craft works, and the reasons why colours are important in crafts.

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COLOUR PRODUCTION

Meaning

- Colour production refers to the process of creating or deriving colours from primary colours and other sources.
- All colours come from the **three primary colours**: **red, blue, and yellow.**

Types of Colours and Production:

1. **Primary Colours:**
    - Red, Blue, Yellow.

- They are the base colours and cannot be made by mixing other colours.

2. **Secondary Colours:**
    - Made by mixing two primary colours.
    - Red + Blue = Purple
    - Blue + Yellow = Green
    - Red + Yellow = Orange
3. **Tertiary Colours:**
    - Produced by mixing a primary colour with a secondary colour.
    - Example: Blue + Green = Blue-green; Red + Orange = Red-orange.
4. **Neutral Colours:**
    - Black, White, and Grey.
    - They are used to lighten or darken other colours (tints and shades).

Other Sources of Colours in Crafts:

- Natural dyes (from plants, roots, leaves, and bark).
- Artificial dyes and paints (chemically produced).

APPLICATION OF COLOUR IN CRAFT WORKS

Craft works include items like pottery, textiles, beadwork, weaving, paper crafts, leather works, and carvings. Colour is applied in different ways to make them attractive and meaningful.

Ways of Applying Colour in Crafts:

- **Painting:** Applying liquid colours with brush, spray, or sponge on crafts like pottery, wood, or paper.

- **Dyeing:** Applying colour on textiles using natural or synthetic dyes (e.g., tie and dye, batik).
- **Printing:** Using block, stencil, or screen printing to apply designs and colours.
- **Polishing and Finishing:** Adding glossy or matte colours to surfaces of crafts like leather, wood, or metal.
- **Weaving/Embroidery:** Using coloured threads, yarns, and beads in textile and bead crafts.

Examples of Colour Application in Crafts:

- Adding bright colours to bead necklaces.
- Using indigo dye in Adire fabrics.
- Painting masks and carvings in traditional art.
- Decorating ceramics with coloured glaze.

WHY WE APPLY COLOURS ON CRAFTS

The application of colour in crafts serves many purposes:

- To beautify and make crafts more attractive.
- To add value and increase marketability.
- To preserve and protect crafts (e.g., painting wood to prevent decay).
- To symbolize cultural identity and traditions.
- To communicate ideas, emotions, and moods.
- To differentiate patterns, shapes, and designs in craftwork.
- To create harmony and balance in artworks.

EVALUATION

1. What is colour production?
2. Mention the three primary colours.
3. State two examples each of secondary and tertiary colours.
4. List three ways colours can be applied in craft works.
5. Give three reasons why colours are applied to crafts.

ASSIGNMENT

1. Explain how secondary colours are produced. Give examples.
2. Draw and label a simple colour wheel showing primary and secondary colours.
3. Visit a local craft shop or market, identify any three crafts with colour application, and write how colours have been applied to them.

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WEEK 10: DRAWING

Meaning of Drawing; Types of Drawing; Materials/Media for Drawing; Shading Techniques in Drawing; Purpose of Drawing

MEANING OF DRAWING

Drawing is the act of making marks on a surface to represent ideas, objects, people, or scenes using lines, shapes, tones, and textures. It is one of the oldest and most fundamental forms of art, serving as the basis for painting, sculpture, design, and architecture. Drawing may be done from observation, imagination, or memory, and it can be realistic, stylized, or abstract.

In Cultural and Creative Arts, drawing is both a means of **expression** (communicating ideas) and a **skill** (practiced to achieve accuracy, proportion, and creativity).



TYPES OF DRAWING

1. **Life Drawing**
    - Drawing objects, people, animals, or nature directly from observation.
    - Example: drawing a classmate sitting on a chair.
2. **Imaginative Drawing**
    - Drawing created from the artist's imagination without looking at real objects.
    - Example: drawing a scene from a fairy tale.
3. **Memory Drawing**
    - Drawing objects or scenes from memory after seeing them before.
    - Example: drawing your school gate at home.
4. **Still Life Drawing**
    - Drawing arranged objects such as fruits, bottles, books, or flowers.
    - Example: a drawing of a bowl of oranges.
5. **Nature Drawing**
    - Drawing natural elements like trees, mountains, rivers, animals, and plants.
6. **Technical Drawing**
    - Drawing that shows objects with accuracy, measurement, and precision, often used in engineering and architecture.

MATERIALS/MEDIA FOR DRAWING

- **Dry Media:** pencil, charcoal, crayon, chalk, pastel, pen.
- **Wet Media:** ink, watercolour, poster colour, markers.
- **Supports/Surfaces:** paper, cardboard, canvas, walls.

- **Accessories:** erasers, rulers, sharpeners, brushes, fixatives.

SHADING TECHNIQUES IN DRAWING

Shading is the use of light and dark tones to show form, depth, and texture in a drawing. Techniques include:

1. **Hatching:** drawing closely spaced parallel lines.
2. **Cross-Hatching:** overlapping parallel lines in two or more directions.
3. **Stippling:** using dots to create tones and textures.
4. **Scumbling (Scribbling):** using random, continuous scribbled lines.
5. **Blending:** smoothly mixing tones using a finger, tissue, or blending stump.
6. **Contour Shading:** following the shape or contour of the object with curved lines.

PURPOSE OF DRAWING

- **Means of Communication:** Before writing systems, early humans used drawings to communicate ideas.
- **Expression of Ideas and Feelings:** Artists use drawings to express emotions, thoughts, and imagination.
- **Study and Practice:** Drawing is a foundation for learning other art forms such as painting, sculpture, and design.
- **Recording and Documentation:** Used to record people, events, and places.
- **Illustration:** Drawings are used in textbooks, magazines, and adverts to explain information.
- **Design and Planning:** Used in engineering, fashion, architecture, and crafts.
- **Decoration and Aesthetics:** Provides beauty and artistic value.

SUMMARY OF DRAWING CONTENT

Aspect	Explanation	Examples
Meaning	Art of making marks on surfaces to represent ideas/objects	Sketch of a tree
Types	Life, imaginative, memory, still life, nature, technical	Drawing fruits, maps, designs
Materials/Media	Dry and wet media, supports, accessories	Pencil, paper, ink, pastel
Shading Techniques	Methods of creating depth and texture with tones	Hatching, stippling, blending
Purpose	Communication, expression, recording, illustration, design, beauty	Fashion sketch, poster drawing

EVALUATION

1. Define drawing in your own words.
2. List and explain four types of drawing.
3. Identify three dry media and two wet media used in drawing.
4. Explain three shading techniques with examples.
5. State four purposes of drawing in art and design.

ASSIGNMENT

1. Differentiate between life drawing, memory drawing, and imaginative drawing with suitable examples.

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2. Mention five shading techniques and practice each in your drawing book.
3. Write an essay on **"The importance of drawing as the foundation of all visual arts"**, giving at least five points.

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JSS 2 CULTURAL & CREATIVE ARTS (CCA) LESSON NOTES

SECOND TERM

Week	Topic	Content
1	**Painting (Part 1)**	Meaning of painting; Steps in painting objects from observation.
2	**Painting (Part 2)**	Using colours; Types of paint; Types of painting.
3	**Production of Patterns/Design (Part 1)**	What is pattern/design?; Processes involved in making patterns/designs.
4	**Production of Patterns/Design (Part 2)**	Sources of motifs for patterns/designs; Types of patterns/designs; Differences between types of patterns.
5	**Midterm Test**	—
6	**Bead Work**	Meaning of bead work; Production of different forms of beads in different media of jewellery; Uses of beads as creative objects.
7	**Midterm Break**	—
8	**History of Music**	Circumstances that led to the origin of music; Examples of early forms of music around the world.
9	**Musical Practices: Listening (Part 1)**	Listening and appreciating popular music in Nigeria; Some popular music in Nigeria's transition period.
10	**Musical Practices: Listening (Part 2)**	Music styles; Musical instruments; Early forms of music.

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11	**Revision**	Revision of all topics.
12	**Examination**	Second Term Exam.
13	**Closing**	End of term activities.

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WEEK 1: PAINTING (PART 1)

Meaning of Painting

Painting is the art of applying pigments, colours, or paints on a surface such as paper, canvas, wood, or walls to create an image, design, or visual expression. It is a form of creative expression used to communicate ideas, emotions, or stories visually. Paintings can be realistic, abstract, symbolic, or decorative, depending on the artist's intention and style.



Steps in Painting Objects from Observation

Painting objects from observation involves careful study of the object before and during painting to accurately capture its appearance, proportions, and details. The process requires patience, attention to detail, and understanding of colour, light, and shadow.

Step 1: Selection of Object

- Choose an object to paint. It could be a fruit, vase, bottle, flower, or any everyday item.
- Ensure the object is well-lit and placed in a position that reveals its shape clearly.

Step 2: Observation

- Carefully observe the object to understand its shape, size, texture, colour, and proportions.
- Notice the light source and shadows cast by the object.

Step 3: Sketching

- Begin with a light outline of the object using pencil.
- Ensure proportions are correct and basic shapes are clearly defined.
- Focus on accuracy rather than detail at this stage.

Step 4: Adding Details

- Refine the sketch by adding finer details such as patterns, edges, and textures.
- Observe subtle differences in colour or surface texture to make the object look realistic.

Step 5: Colouring/ Painting

- Select suitable paints or pigments for the object.
- Apply base colours lightly at first and gradually build layers for depth.
- Mix colours carefully to match the observed shades of the object.
- Pay attention to highlights and shadows to create a three-dimensional effect.

Step 6: Finishing Touches

- Review the painting for accuracy and completeness.
- Add final details, refine edges, and enhance shadows and highlights.
- Ensure the painting has balance, proportion, and harmony.

Tips for Effective Painting from Observation

- Work slowly and patiently to capture details accurately.
- Keep the object in the same position throughout the painting session.
- Use clean brushes and mix colours properly for smooth application.
- Practice regularly to improve observation and painting skills.
- Observe other artists' works for techniques and inspiration.

Applications of Painting from Observation

- Enhances creativity and artistic skills.
- Useful in fine arts, design, and architecture.
- Helps in developing attention to detail and observation skills.
- Can be applied in illustrating books, designing posters, and decorating spaces.

EVALUATION

1. Define painting.
2. List the steps in painting an object from observation.
3. Explain why observation is important before painting.
4. Mention three tips for effective painting from observation.
5. State two applications of painting in daily life.

ASSIGNMENT

1. Choose an object in your home or school and paint it from observation using appropriate colours.

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2. Write a step-by-step note on how you prepared and executed your painting.
3. Identify five mistakes students commonly make when painting from observation and suggest ways to correct them.

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WEEK 2: PAINTING (PART 2)



USING COLOURS IN PAINTING

- **Colour** is one of the most important elements of art and painting. It adds beauty, meaning, and emotion to artworks.
- **Primary Colours**: Red, Blue, Yellow. They cannot be obtained by mixing other colours.
- **Secondary Colours**: Green, Orange, Violet. Formed by mixing two primary colours.

- **Tertiary Colours**: Made by mixing a primary colour with a neighbouring secondary colour (e.g., blue + green = blue-green).
- **Warm Colours**: Red, Orange, Yellow – create warmth, energy, and excitement.
- **Cool Colours**: Blue, Green, Violet – create calmness, peace, and relaxation.
- **Neutral Colours**: Black, White, Grey, Brown – often used as background or for shading.
- In painting, colours can be used to:
    - Express feelings (sadness, joy, anger, calmness).
    - Create contrast and emphasis.
    - Show depth, perspective, and dimension.
    - Represent real-life objects (e.g., painting sky blue, leaves green).

TYPES OF PAINT

1. **Watercolour**
    - Made by mixing pigments with water.
    - Transparent and light in appearance.
    - Commonly used by students and for illustrations.
2. **Poster Colour (Tempera)**
    - Opaque paint that covers surfaces well.
    - Bright, strong colours suitable for posters and teaching aids.
3. **Oil Paint**
    - Made from pigments mixed with linseed oil.
    - Slow-drying, but durable and used for professional artworks.

4. **Acrylic Paint**
    - Made from pigments mixed with acrylic resin.
    - Dries quickly, water-resistant, and versatile.
5. **Enamel Paint**
    - Glossy paint used on wood, metal, and walls.
    - Resistant to weather and water.
6. **Emulsion Paint**
    - Water-based paint used mainly for walls and ceilings.
    - Easy to apply and dries fast.

TYPES OF PAINTING

1. **Still Life Painting**
    - Drawing and painting of non-living objects arranged on a surface (e.g., fruits, bottles, chairs, flowers).
2. **Landscape Painting**
    - Painting of outdoor scenes such as mountains, rivers, forests, and fields.
3. **Portrait Painting**
    - Painting of a person's face, head, or full body.
4. **Abstract Painting**
    - Uses shapes, lines, and colours without necessarily representing real objects.
5. **Historical Painting**
    - Depicts past events, cultural history, or biblical scenes.
6. **Mural Painting**

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- Large painting done directly on walls or ceilings.

7. **Miniature Painting**
    - Very small-sized paintings, often detailed.

EVALUATION

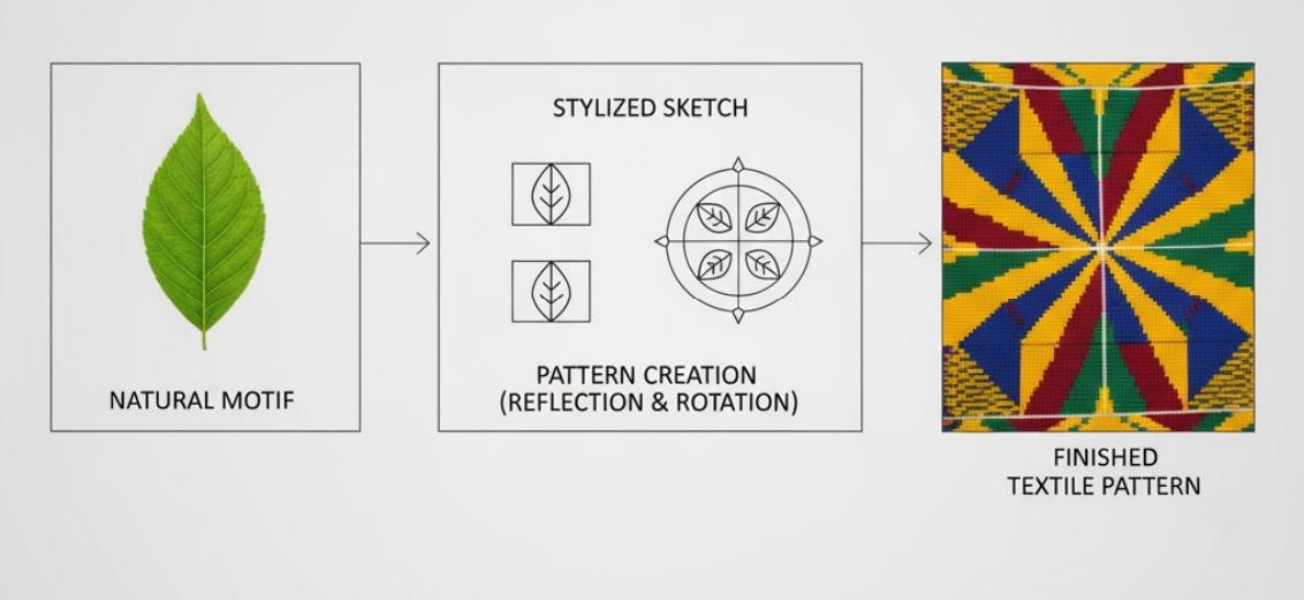
1. Explain three (3) ways colours are used in painting.
2. Mention and describe four (4) types of paint.
3. State five (5) types of painting with examples.
4. Differentiate between **warm colours** and **cool colours**.
5. What type of painting is done directly on walls?

ASSIGNMENT

1. Define painting and explain the importance of using colours in painting.
2. List six (6) types of paint and state one use of each.
3. With examples, differentiate between **still life painting** and **portrait painting**.

WEEK 3: PRODUCTION OF PATTERNS/DESIGN (PART 1)

Meaning of Pattern/Design; Processes Involved in Making Patterns/Designs



WHAT IS PATTERN/DESIGN?

- **Pattern** is the regular arrangement or repetition of shapes, lines, colours, or motifs to form decorative and meaningful designs. Patterns may be natural (found in leaves, shells, animal skin, etc.) or man-made (created by artists, craftsmen, or designers).
- **Design** is the plan, arrangement, or composition of lines, shapes, colours, and textures to achieve an artistic or functional purpose. It involves creativity, imagination, and organization of elements of art to produce something beautiful or useful.

☞ In Cultural and Creative Arts, pattern and design are essential for decoration, textile production, fashion, architecture, and crafts.

PROCESSES INVOLVED IN MAKING PATTERNS/DESIGNS

1. **Observation and Inspiration**
    - The artist studies nature, objects, or cultural motifs for ideas.

- Inspiration may come from leaves, animals, geometric shapes, cultural symbols, or abstract forms.

2. **Sketching Ideas**
    - Rough outlines or sketches of the motifs are made on paper.
    - This helps the artist visualize how the final pattern will look.
3. **Selection of Motifs**
    - A motif is a unit of design or decorative element that is repeated to form a pattern.
    - The artist chooses motifs that are clear, simple, and suitable for repetition.
4. **Arrangement of Motifs**
    - Motifs are arranged systematically to form patterns.
    - Methods of arrangement include:
        - **Rotation** – turning motifs around a point.
        - **Repetition** – repeating motifs at intervals.
        - **Reflection** – creating mirror images of motifs.
        - **Alternation** – alternating two or more motifs.
        - **Radiation** – spreading motifs outward from a central point.
5. **Transfer of Design to Surface**
    - The chosen pattern is transferred to the working surface (paper, fabric, wall, ceramics, etc.) using tracing, stenciling, or freehand drawing.
6. **Application of Colours**
    - Colours are applied to enhance beauty and meaning.
    - The choice of colours should harmonize with the motif and purpose of the design.
7. **Finishing**

- Final touches are added by outlining, shading, or adding textures.
- Fixatives or varnish may be applied for durability.

PROCESSES OF MAKING PATTERNS/DESIGNS

Step	Explanation	Example
Observation & Inspiration	Studying natural or man-made objects for design ideas	Leaf veins, zebra stripes
Sketching Ideas	Rough outlines of possible motifs	Quick pencil sketches
Selection of Motifs	Choosing a suitable unit of design	Geometric shapes, flowers
Arrangement of Motifs	Organizing motifs in systematic order	Repetition, rotation, reflection
Transfer to Surface	Placing the pattern on paper, fabric, wall, or ceramics	Stencil on cloth
Application of Colours	Adding colour to beautify and highlight motifs	Green for leaves, red for flowers
Finishing	Outlining, shading, varnishing for clarity and durability	Black outline with pen

EVALUATION

1. Define pattern and design.
2. Explain what a motif is in pattern making.
3. List and describe three methods of arranging motifs.
4. Outline the processes involved in making patterns/designs.

5. State two examples of surfaces on which designs can be applied.

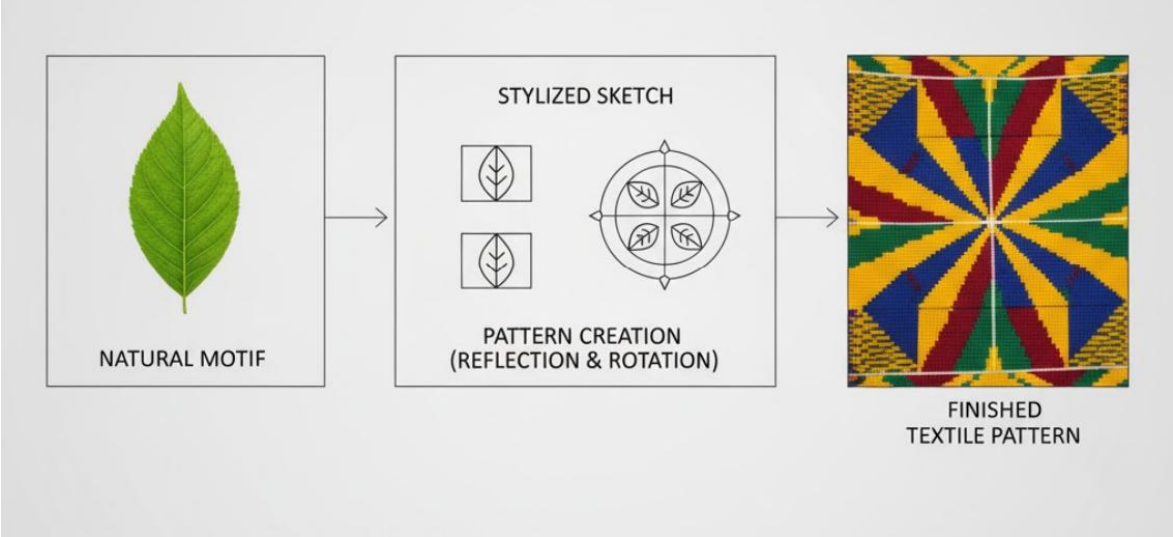
ASSIGNMENT

1. In your drawing book, sketch a simple natural motif (e.g., a leaf or flower) and repeat it to form a pattern.
2. Explain the difference between pattern and design with two examples each.
3. Write short notes on **Rotation**, **Reflection**, and **Repetition** as methods of arranging motifs.

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WEEK 4: PRODUCTION OF PATTERNS/DESIGNS (PART 2)

- Sources of Motifs for Patterns/Designs
- Types of Patterns/Designs
- Differences Between Types of Patterns



SOURCES OF MOTIFS FOR PATTERNS/DESIGNS

A **motif** is the basic unit, shape, or figure that is repeated to form a pattern or design. Artists and designers get motifs from various sources, such as:

1. **Natural Sources**
    - Leaves, flowers, trees, fruits, seeds, animals, birds, fishes, shells, insects, stars, sun, moon, rocks, water ripples.
    - Example: The hibiscus flower used as a motif in textile design.
2. **Man-made (Artificial) Sources**
    - Everyday objects created by humans such as pots, spoons, chairs, buildings, clothes, jewelry, tools, and household items.
    - Example: The shape of a clay pot used as a motif in a repeated pattern.
3. **Geometric Sources**

- Shapes like circles, triangles, squares, rectangles, spirals, polygons, and lines.
- These are widely used because of their simplicity and balance.

4. **Stylized or Abstract Sources**
    - Motifs derived by simplifying or distorting natural or man-made forms into abstract designs.
    - Example: Simplified drawings of birds, faces, or leaves.
5. **Cultural and Traditional Sources**
    - Local art forms such as adire, akwete, uli, nsibidi, and other African indigenous designs.
    - Motifs may be inspired by festivals, masks, tribal marks, or symbols.

TYPES OF PATTERNS/DESIGNS

1. **Naturalistic (Realistic) Patterns**
    - Derived directly from nature, maintaining their original form and colour.
    - Example: A rose flower painted in red and green leaves.
2. **Stylized Patterns**
    - Natural objects simplified, modified, or altered to create decorative effects.
    - Example: A leaf drawn with straight lines instead of curves.
3. **Abstract Patterns**
    - Motifs do not represent any natural object; they are purely imaginative.
    - Example: Zig-zag lines, dots, spiral swirls.
4. **Geometric Patterns**
    - Based on mathematical and regular shapes such as circles, triangles, and squares.

- Often used in textile, wallpaper, and floor tile designs.

5. **Traditional/Conventional Patterns**
    - Rooted in cultural heritage and local crafts.
    - Example: Adire (tie and dye) patterns, Ankara motifs, Nsibidi symbols.

DIFFERENCES BETWEEN TYPES OF PATTERNS

- **Naturalistic vs. Stylized**
    - Naturalistic shows real-life features as they are; stylized alters or simplifies them.
- **Stylized vs. Abstract**
    - Stylized comes from modifying natural objects, while abstract has no direct link to real objects.
- **Geometric vs. Naturalistic**
    - Geometric patterns are based on shapes and mathematics; naturalistic patterns are based on plants, animals, or other natural objects.
- **Traditional vs. Abstract**
    - Traditional patterns are rooted in culture and history; abstract patterns are imaginative and do not relate to any real-life or cultural object.

EVALUATION

1. Define the term "motif" in pattern making.
2. Mention three sources of motifs with examples.
3. State two differences between naturalistic and stylized patterns.
4. List four types of patterns and give an example of each.

5. Differentiate between geometric and abstract patterns.

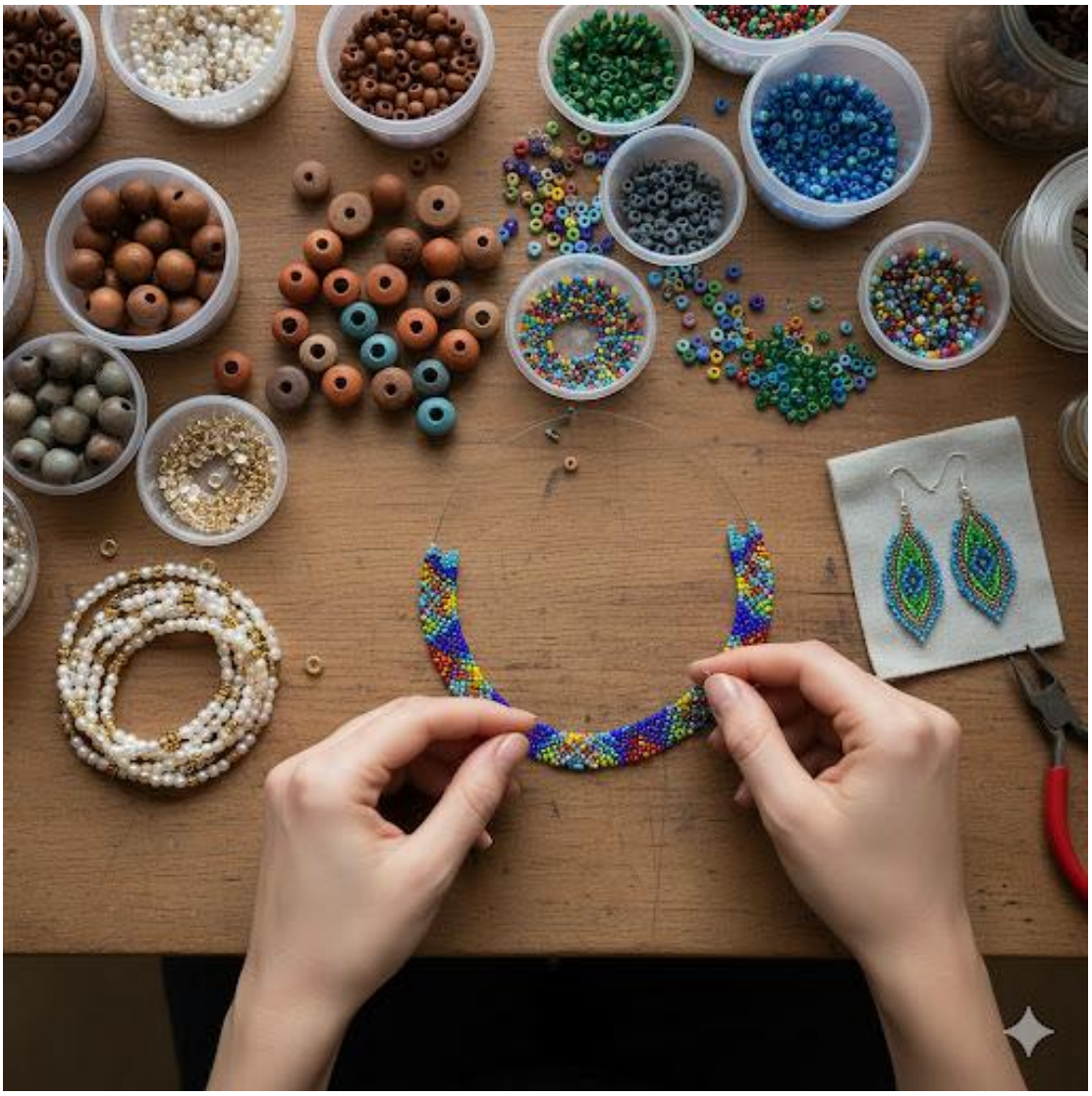
ASSIGNMENT

1. Draw and label two motifs each from natural, geometric, and man-made sources.
2. Create a simple stylized pattern using a flower motif.
3. Write short notes on traditional/conventional patterns, citing examples from Nigerian cultures.

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WEEK 6: BEAD WORK

Meaning of bead work; production of different forms of beads in different media of jewellery; uses of beads as creative objects



INTRODUCTION

Bead work is one of the oldest forms of creative art in human history. From ancient times, beads have been used for decoration, personal adornment, religious purposes, and cultural identity. In many African societies, including Nigeria, beads are highly valued for their beauty, symbolism, and social significance. In this lesson, we will study the meaning of bead

work, the methods of producing beads in various forms, and the uses of beads as creative objects.

MEANING OF BEAD WORK

Bead work is the process of designing, stringing, and arranging beads into decorative objects such as jewellery, costumes, ornaments, and craft items. Bead work involves the artistic use of beads made from materials like glass, wood, plastic, shells, seeds, clay, and metals to create items for fashion, decoration, and cultural purposes.

Bead work may take different forms such as:

- **Stringing** – joining beads together using thread, wire, or string.
- **Weaving** – interlacing beads with thread in patterns.
- **Embroidery** – sewing beads onto fabric to enhance clothing.
- **Moulding** – shaping beads from clay or other soft materials.

PRODUCTION OF DIFFERENT FORMS OF BEADS IN DIFFERENT MEDIA OF JEWELLERY

Beads can be produced from different **media (materials)** and transformed into various forms of jewellery.

1. **Media for Beads Production**
    - **Glass beads** – shiny, colourful, and commonly used in necklaces and bracelets.
    - **Wooden beads** – lightweight and natural, often used for traditional designs.
    - **Plastic beads** – cheap, durable, and available in many colours and shapes.
    - **Clay beads** – moulded, baked, and painted to create durable traditional beads.
    - **Metal beads** – made from brass, bronze, silver, or gold for ornamental purposes.

- **Shells and seeds** – used traditionally for natural designs and decorations.

2. **Forms of Bead Jewellery**
    - **Necklaces** – beads strung and worn around the neck.
    - **Bracelets** – beads arranged and worn around the wrist.
    - **Earrings** – beads used as ear ornaments.
    - **Anklets** – beads designed for the ankle.
    - **Crowns, caps, and regalia** – heavily decorated with beads for kings and chiefs.
    - **Clothing and bags** – sometimes embroidered with beads for fashion.
3. **Steps in Bead Production (Stringing)**
    - Select suitable beads and thread/wire.
    - Arrange beads according to design pattern.
    - String the beads carefully and tie firmly.
    - Attach clasps/hooks for finishing.

USES OF BEADS AS CREATIVE OBJECTS

Beads are not just for decoration; they serve important **artistic, cultural, social, and economic functions**.

1. **Adornment** – used as jewellery to beautify the body.
2. **Cultural Identity** – beads show one's ethnic background and traditions. For example, Yoruba and Igbo people use coral beads in weddings and festivals.
3. **Royalty and Authority** – kings, chiefs, and titled individuals wear beads as a symbol of power and status.
4. **Decoration** – beads are used to decorate clothing, handbags, shoes, and furniture.

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5. **Economic Value** – bead production provides income and jobs for artists and traders.
6. **Religious and Ritual Purposes** – beads are used in traditional worship, festivals, and ceremonies.
7. **Gift and Symbolism** – beads are presented as gifts, dowries, or symbols of love and unity in marriages.

EVALUATION

1. Define bead work in your own words.
2. Mention four materials that can be used to produce beads.
3. List five forms of bead jewellery.
4. State three cultural uses of beads in Nigeria.
5. Explain two economic benefits of bead work.

ASSIGNMENT

1. Describe the step-by-step process of producing a simple bead necklace.
2. Identify and explain five different media used in bead making, giving one example each.
3. Discuss five major uses of beads in African societies, showing their relevance to tradition and culture.

WEEK 8: HISTORY OF MUSIC

Circumstances that led to the origin of music and early forms of music around the world

Music is one of the oldest and most universal forms of human expression. It has been part of human culture for thousands of years and serves as a medium for **communication, storytelling, worship, entertainment, and emotional expression**. Understanding the history of music allows students to appreciate its cultural significance and evolution across different societies.



CIRCUMSTANCES THAT LED TO THE ORIGIN OF MUSIC

1. **Communication and Storytelling**
    - Early humans used musical sounds, drumming, and vocalizations to **communicate over long distances** and tell stories.
    - Music helped convey messages, warn of danger, or signal events in the community.
2. **Religious and Spiritual Practices**
    - Music originated as part of **rituals, ceremonies, and worship**.
    - Songs, chants, and instrumental music were used to appease deities, celebrate harvests, or mark important life events such as birth, marriage, and death.
3. **Work and Social Activities**
    - Music was used to **coordinate group activities**, such as farming, hunting, or building.
    - Work songs helped maintain rhythm, encourage cooperation, and reduce fatigue.
4. **Emotional Expression**
    - Music provided a means to express **joy, sorrow, love, fear, or celebration**.
    - Early humans discovered that rhythm, melody, and harmony could evoke emotions.
5. **Entertainment and Leisure**
    - Music became a source of **amusement and enjoyment** during social gatherings, festivals, and communal dances.

EARLY FORMS OF MUSIC AROUND THE WORLD

1. **Vocal Music**
    - Early humans used **their voices to create melodies and chants**.

- Examples include tribal chants in Africa, Aboriginal songs in Australia, and ancient hymns in Mesopotamia.

2. **Percussion Instruments**
    - These include **drums, rattles, sticks, and stones** used to produce rhythmic sounds.
    - Early percussion was important in ceremonies, communication, and dances.
3. **Stringed Instruments**
    - Simple stringed instruments, such as **lyres, harps, and bows**, were used in ancient Egypt, Greece, and China.
    - They produced melodic sounds for storytelling and entertainment.
4. **Wind Instruments**
    - Early wind instruments include **flutes, horns, and reed pipes** made from wood, bones, or animal horns.
    - These instruments were used for signaling, rituals, and festive occasions.
5. **Folk and Traditional Music**
    - Folk music developed as a reflection of local culture, traditions, and lifestyles.
    - Examples include African drum ensembles, Native American flute music, and European medieval ballads.
6. **Chanting and Hymns**
    - Early civilizations, such as the Egyptians, Greeks, and Hebrews, developed **religious chants** for worship and spiritual purposes.

IMPORTANCE OF STUDYING THE HISTORY OF MUSIC

- Helps students understand the **cultural and social significance** of music in human history.

- Provides insight into **how musical instruments and styles evolved** over time.
- Encourages appreciation of **diverse musical traditions** from around the world.
- Inspires creativity in composing, performing, and interpreting music.
- Helps preserve **traditional and indigenous music** for future generations.

EVALUATION

1. Explain what music is and why it originated.
2. List three circumstances that led to the origin of music.
3. Mention four early forms of music and give examples.
4. How was music used in early societies for work and communication?
5. Why is it important to study the history of music?

ASSIGNMENT

1. Research and write short notes on three early musical instruments and their uses.
2. List and describe three purposes of music in early human societies.
3. Prepare a timeline showing the origin and development of music from ancient times to the early civilizations.

WEEK 9: MUSICAL PRACTICES: LISTENING (PART 1)

- Listening and appreciating popular music in Nigeria
- Some popular music in Nigeria's transition period



INTRODUCTION

Music is an important part of human culture. In Nigeria, music plays a role in entertainment, education, cultural identity, and communication. One of the important skills in music education is **listening**. Listening means paying close attention to musical sounds, rhythm, melody, and lyrics in order to understand and appreciate them.

Listening to music helps students to enjoy, evaluate, and respect different forms of music. It also improves cultural awareness, critical thinking, and creativity.

In this lesson, we will focus on listening and appreciating **popular music in Nigeria**, especially music that became prominent during Nigeria's transition period from colonialism to independence and beyond.

LISTENING AND APPRECIATING POPULAR MUSIC IN NIGERIA

Meaning of Popular Music

- Popular music refers to music that is widely liked and enjoyed by the majority of people.
- It is usually produced for entertainment, social gatherings, and cultural expression.
- It is different from traditional or classical music because it appeals to mass audiences.

Qualities of Nigerian Popular Music:

- Use of local languages and dialects.
- Fusion of African rhythms with Western instruments.
- Danceable and lively rhythms.
- Lyrics that address social issues, culture, politics, and everyday life.

Examples of Popular Music in Nigeria:

- Highlife
- Juju
- Fuji
- Afrobeat
- Gospel music
- Contemporary Nigerian pop (Afrobeats, Hip-hop, Afro-fusion, etc.)

Appreciation of Music (How to Listen to Music Critically):

When listening to music, students should pay attention to:

- **Rhythm and Beat:** The tempo and dance pattern.
- **Melody and Harmony:** The tune and how voices/instruments blend.
- **Lyrics:** The message or story in the song.
- **Cultural Significance:** How the music reflects Nigerian society, values, and traditions.

SOME POPULAR MUSIC IN NIGERIA'S TRANSITION PERIOD

Nigeria's Transition Period

- The transition period refers to the era from the **late colonial period (1940s–1950s)** into **independence in 1960**, and the years immediately after independence.
- During this time, music reflected the hopes, struggles, and cultural pride of Nigerians.

Types of Popular Music in the Transition Period:

1. **Highlife Music**
    - Originated from Ghana but became very popular in Nigeria in the 1950s and 1960s.
    - Featured brass instruments, guitars, and danceable beats.
    - Famous Nigerian highlife musicians: Rex Lawson, Victor Olaiya, Bobby Benson.
2. **Juju Music**
    - Rooted in Yoruba culture.
    - Characterized by talking drums, guitars, and percussion.
    - Developed strongly during the 1960s.
    - Pioneers: Tunde King, I.K. Dairo (first Nigerian to win an international music award).

3. **Traditional Folk and Dance Music**
    - Indigenous songs and dances were also popular.
    - They were used in festivals, ceremonies, and community events.
4. **Early Afrobeat (Late 1960s)**
    - Fela Anikulapo-Kuti started blending jazz, highlife, and African rhythms to create Afrobeat.
    - Though fully developed in the 1970s, its foundation was laid in the transition period.

Significance of Popular Music in the Transition Period:

- Served as entertainment during independence celebrations.
- Promoted national unity by blending traditional and modern sounds.
- Helped preserve Nigerian languages and culture.
- Raised awareness of social and political issues.
- Provided a foundation for modern Nigerian music industry.

EVALUATION

1. Define popular music.
2. Mention three qualities of Nigerian popular music.
3. List three types of popular music in Nigeria.
4. Explain what is meant by "Nigeria's transition period" in music history.
5. Mention three popular Nigerian musicians of the transition period and their genres.

ASSIGNMENT

1. Write short notes on **Highlife** and **Juju music** in Nigeria.
2. Choose any two Nigerian musicians from the transition period and state their contributions to music.
3. Explain three ways by which listening to music helps students appreciate Nigerian culture.

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WEEK 10: MUSICAL PRACTICES – LISTENING (PART 2)

Music Styles; Musical Instruments; Early Forms of Music



MUSIC STYLES

Music style refers to the particular manner or way music is created, performed, or expressed. Every style has its own rhythm, melody, harmony, instruments, and cultural background.

- **Traditional/Folk Music:** Rooted in the customs and traditions of a people, often passed orally from one generation to another. Example: Yoruba bata drumming, Igbo ekwe music, Hausa goge music.

- **Classical Music:** Formal and organized music, often composed for orchestras and choirs. Example: Western symphonies by Mozart or Beethoven.
- **Religious/Sacred Music:** Performed in worship, praise, or rituals. Example: Christian hymns, Islamic nasheeds, traditional chants.
- **Popular Music:** Contemporary styles widely enjoyed by people, including hip-hop, Afrobeat, reggae, and highlife.
- **Jazz and Blues:** Music that originated from African-American experiences, characterized by improvisation, swing, and emotional depth.
- **Marching/Band Music:** Played in parades, military ceremonies, and festivals.

MUSICAL INSTRUMENTS

Musical instruments are tools used to produce sound in an organized and artistic way. They are classified into **four main families** based on how sound is produced.

1. **Percussion Instruments** – Produce sound when struck, shaken, or beaten.
    - Examples: drum, tambourine, gong, maracas, talking drum.
2. **String Instruments** – Produce sound by vibrating strings.
    - Examples: guitar, violin, harp, piano, goge.
3. **Wind Instruments** – Produce sound when air is blown into them.
    - Examples: flute, trumpet, saxophone, recorder.
4. **Electronic Instruments** – Use electricity and technology to produce or amplify sound.
    - Examples: keyboard, synthesizer, electric guitar.

EARLY FORMS OF MUSIC

Music has existed since ancient times as part of human life and culture. The earliest forms of music were simple and connected with daily activities, rituals, and communication.

- **Chants and Drumming:** Early people used chants, clapping, and drumming to communicate, worship, and celebrate.
- **Work Songs:** Songs were used to coordinate group labour like farming, hunting, or building.
- **War and Victory Songs:** Warriors sang songs of courage before battle and victory songs after winning.
- **Ritual and Religious Music:** Music accompanied sacrifices, prayers, initiation, and coronation.
- **Storytelling through Music:** Griots and traditional singers in Africa used music to preserve history, myths, and values.

These early practices later developed into more structured music, giving rise to today's complex styles and genres.

SUMMARY OF MUSIC CONTENT

Aspect	Explanation	Examples
Music Styles	Ways music is performed/expressed	Folk, classical, religious, popular, jazz
Musical Instruments	Tools for making music, classified into families	Drum, flute, guitar, keyboard, trumpet
Early Forms	Primitive and cultural origins of music	Chants, work songs, rituals, storytelling

EVALUATION

1. Define music style and give three examples.
2. List and explain the four main families of musical instruments with examples.
3. Describe two early forms of music and their functions in society.
4. Differentiate between traditional music and popular music.
5. State two reasons why music was important in ancient times.

ASSIGNMENT

1. Make a table showing **five music styles**, their **origin/culture**, and **an example of an instrument commonly used** in each.
2. Draw and label any two musical instruments from different families (e.g., one percussion, one string).
3. Write short notes on the importance of early music in preserving culture and history.

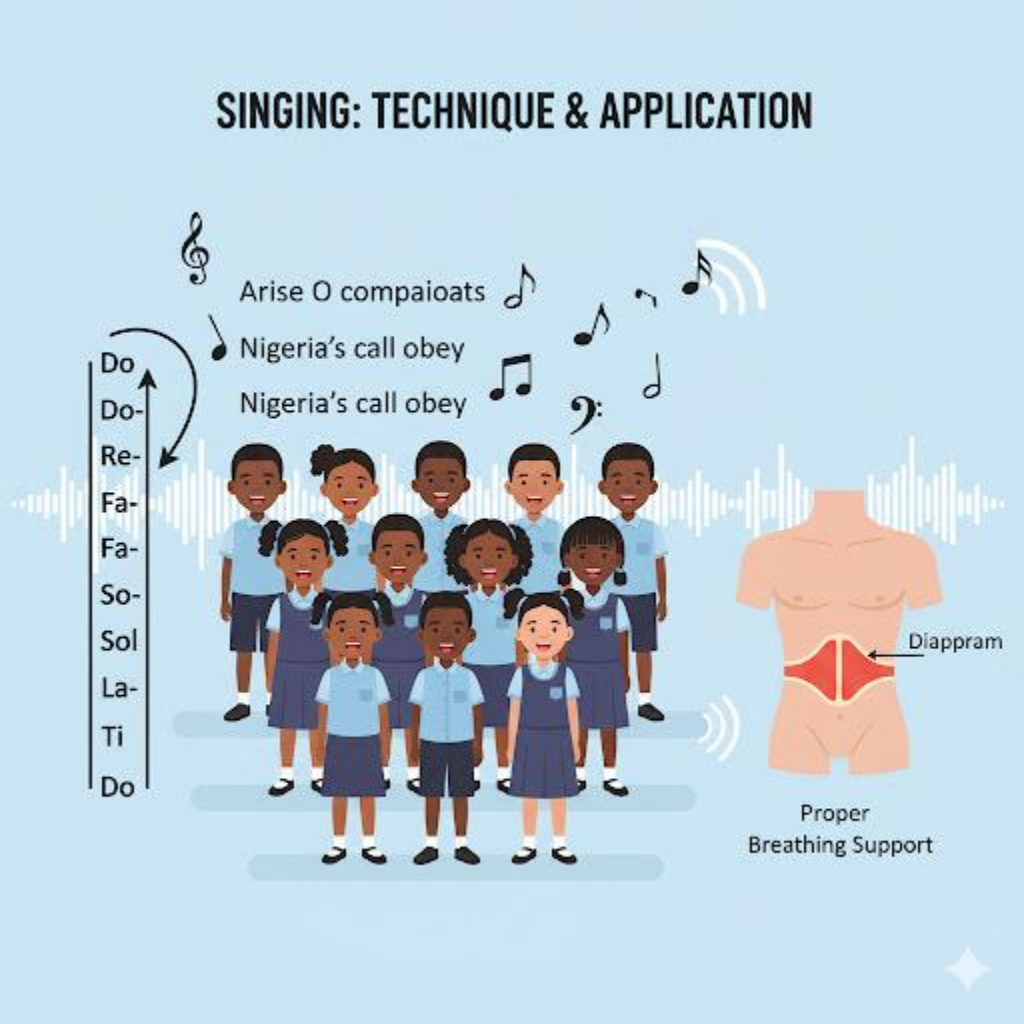
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JSS 2 CULTURAL & CREATIVE ARTS (CCA) LESSON NOTES

THIRD TERM

Week	Topic	Content
1	**Singing (Part 1)**	Meaning of singing; Running scale; Pitch identification.
2	**Singing (Part 2)**	Types of singing voices; Uses of breathing exercises for voice training.
3	**Singing (Part 3)**	Solfa notes of the National Anthem.
4	**Design in the Theatre**	Meaning of theatre design; Areas of theatre design; Elements of design in the theatre; Importance of theatre design.
5	**Midterm Test**	—
6	**Rehearsal**	Meaning of rehearsal; Activities involved in rehearsals; Stages of rehearsal; Uses of rehearsal.
7	**Midterm Break**	—
8	**Types of Dance**	Types of dance (traditional, modern, creative, etc.).
9	**Dance as a Career**	Meaning of dance as a career; Career prospects of studying dance; Some dance artists in Nigeria.
10	**Self-Control**	Meaning of self-control; How to exercise self-control; Benefits of self-control; How to practise self-control.
11	**Revision**	Revision of all topics.
12	**Examination**	Third Term Exam.
13	**Closing**	End of session activities.

WEEK 1: SINGING (PART 1)



Meaning of Singing

Singing is the act of producing musical sounds using the human voice. It involves the controlled use of pitch, tone, rhythm, and melody to express emotions, tell stories, or entertain. Singing is both an artistic and cultural activity and plays an important role in religious, social, and educational settings.

Key points about singing:

- It uses the vocal cords to produce sound.
- Singing can be solo or in groups (choral singing).

- It can be performed with or without instrumental accompaniment.
- Good singing requires breath control, pitch accuracy, and vocal modulation.

Running Scale

A running scale is a sequence of musical notes arranged in ascending (going up) or descending (going down) order, usually step by step. Running scales are essential exercises for developing vocal control, pitch recognition, and smooth transitions between notes.

- **Ascending Scale:** Moving from a lower note to a higher note (e.g., Do, Re, Mi, Fa, Sol, La, Ti, Do).
- **Descending Scale:** Moving from a higher note to a lower note (e.g., Do, Ti, La, Sol, Fa, Mi, Re, Do).

Practicing running scales:

- Helps in strengthening the voice.
- Improves pitch accuracy and ear training.
- Prepares the voice for singing melodies and songs confidently.

Pitch Identification

Pitch refers to the highness or lowness of a musical note. Pitch identification is the ability to recognize, distinguish, and reproduce notes correctly.

- **High Pitch:** Notes that sound sharp or high in tone.
- **Low Pitch:** Notes that sound deep or low in tone.
- **Medium Pitch:** Notes that are between high and low tones.

Techniques for pitch identification:

- Listening carefully to notes played on a piano, keyboard, or other instrument.

- Singing notes repeatedly until the correct pitch is produced.
- Using solfa (Do, Re, Mi…) to identify and match notes.
- Practicing with exercises that combine running scales and pitch-matching games.

Importance of Singing

- Develops vocal skills, tone quality, and breath control.
- Enhances musical knowledge and creativity.
- Boosts confidence and self-expression.
- Provides cultural, religious, and social enjoyment.
- Improves memory and listening skills through learning melodies and lyrics.

Practical Activities

- Practice running scales daily (ascending and descending) using solfa notes.
- Identify pitches by matching sung notes to piano or keyboard notes.
- Sing simple songs focusing on accurate pitch, tone, and rhythm.
- Engage in group singing exercises to develop harmony and blending skills.

EVALUATION

1. Define singing.
2. Explain what a running scale is and its importance.
3. Differentiate between high, medium, and low pitch.
4. Mention three benefits of practicing singing regularly.
5. Give two practical ways to improve pitch identification.

ASSIGNMENT

1. Practice an ascending and descending running scale daily for five minutes and note your progress.
2. Choose a simple song and identify the pitch of each note using solfa notation.
3. Write a short essay on the importance of singing in social, cultural, and educational settings.

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WEEK 2: SINGING (PART 2)

TYPES OF SINGING VOICES

The human voice is a natural musical instrument, and it varies from person to person.

Singing voices are generally grouped into **male voices**, **female voices**, and **children's voices**.

(A) Male Voices

1. **Bass**
    - The lowest male voice.
    - Deep, heavy, and powerful tone.
    - Commonly used for background support in choirs.
2. **Baritone**
    - The middle male voice.
    - Between bass and tenor.
    - Rich and warm, suitable for solo and choir parts.
3. **Tenor**
    - The highest natural male voice.
    - Bright, clear, and expressive.
    - Mostly used for lead roles in operas and choirs.

(B) Female Voices

1. **Alto (Contralto)**
    - The lowest female voice.
    - Rich, dark, and warm tone.
    - Adds depth and harmony in choirs.
2. **Mezzo-Soprano**

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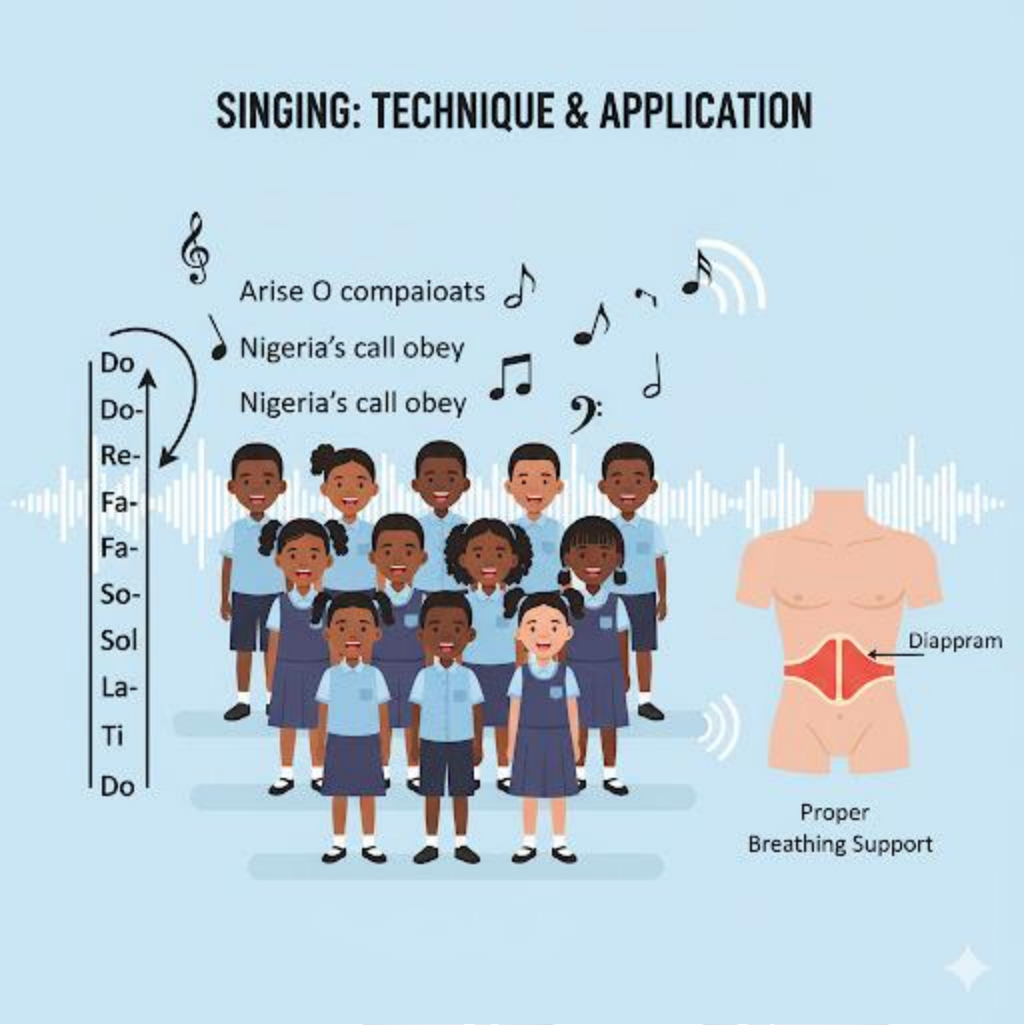
- The middle female voice.
- Flexible voice range.
- Can sing both alto and soprano parts.

3. **Soprano**
    - The highest female voice.
    - Bright, light, and soaring.
    - Often takes the melody in choirs and solo roles.

(C) Children's Voices

- Usually **treble voices**, high-pitched and clear.
- Used mainly for school choirs, traditional songs, and church music.

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USES OF BREATHING EXERCISES FOR VOICE TRAINING

Breathing is very important in singing because it controls the strength, quality, and length of the voice. Proper breathing comes from the **diaphragm** and not just the chest.

- **Improves Breath Control**
    - Helps singers sustain long notes without breaking.
- **Strengthens the Voice**
    - Gives the voice more power, clarity, and projection.
- **Prevents Strain**

- Correct breathing reduces tension in the throat, preventing damage to vocal cords.

- **Improves Posture**
  - Breathing exercises encourage standing/sitting upright, which improves airflow.
- **Enhances Expression in Singing**
  - Allows singers to control dynamics (soft and loud singing) and emotions in music.

Common Breathing Exercises:

1. **Deep Breathing**: Inhale slowly through the nose, hold for a few seconds, and exhale through the mouth.
2. **Hissing Exercise**: Inhale deeply and release air slowly with a "ssss" sound.
3. **Counting Exercise**: Inhale deeply and exhale slowly while counting numbers (e.g., 1 to 10 or more).
4. **Breath with Posture**: Stand straight with hands on waist, breathe deeply using the diaphragm, and exhale slowly.

EVALUATION

1. List and explain the three main categories of singing voices.
2. State three (3) characteristics of the bass and soprano voices.
3. Mention four (4) uses of breathing exercises in singing.
4. Differentiate between tenor and baritone voices.
5. Why is the diaphragm important in singing?

ASSIGNMENT

1. Draw a simple diagram of the human breathing system and label the diaphragm.

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2. Write short notes on any **four types of singing voices** (two male and two female).
3. Demonstrate and record (or describe in writing) how to perform two different breathing exercises for singing.

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WEEK 3: SINGING (PART 3)

Solfa Notes of the National Anthem

INTRODUCTION

The National Anthem is a patriotic song that expresses the identity, unity, and aspirations of Nigeria as a nation. It is usually sung during important national events, school assemblies, sports competitions, and other gatherings. Learning the solfa notes of the National Anthem helps students understand how the anthem is structured musically and also improves their ability to sing it correctly, in tune, and with the right rhythm.

SOLFA NOTES AND NATIONAL ANTHEM

Solfa notation (Tonic Sol-fa) is a method of representing musical sounds with syllables: **doh (d), re (r), mi (m), fah (f), soh (s), lah (l), ti (t), doh (d')**. This system makes it easier for learners to read, sing, and understand music.

The Nigerian National Anthem has two stanzas, but the **first stanza** is commonly sung. Below are the solfa notes of the anthem, as taught in schools.

SOLFA NOTES OF THE NATIONAL ANTHEM (FIRST STANZA)

Arise, O compatriots, Nigeria's call obey

s: m: m: m: f: m: r: d: r: m: f: s: -

To serve our fatherland, with love and strength and faith

s: m: m: m: f: m: r: d: r: m: f: s: -

The labour of our heroes past, shall never be in vain

m: f: s: l: s: m: r: d: r: m: f: m: r: d: -

To serve with heart and might, one nation bound in freedom

d: r: m: f: s: m: f: s: l: s: f: m: r: -

Peace and unity

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

TEACHING STEPS

1. **Pitching:** Start the anthem on the correct key (usually F major or G major depending on the teacher's choice).
2. **Solfa Practice:** Sing each line slowly in solfa syllables before moving to the actual words.
3. **Call and Response:** Teacher sings a line in solfa; students repeat until accurate.
4. **Singing with Words:** Once the solfa is mastered, combine the syllables with the lyrics.
5. **Performance:** Sing the full anthem together with correct melody, rhythm, and patriotic expression.

IMPORTANCE OF LEARNING THE SOLFA NOTES OF THE NATIONAL ANTHEM

- It helps students to **sing in tune** and avoid errors.
- It develops their ability to **read musical notation**.
- It instills **discipline, unity, and patriotism**.
- It trains the ear and voice for other musical pieces.

RELATIONSHIP BETWEEN LYRICS AND SOLFA NOTES

Lyrics	**Solfa Notes**
Arise, O compatriots, Nigeria's call obey	s: m: m: m: f: m: r: d: r: m: f: s: -
To serve our fatherland, with love…	s: m: m: m: f: m: r: d: r: m: f: s: -
The labour of our heroes past…	m: f: s: l: s: m: r: d: r: m: f: m: r: d: -
To serve with heart and might…	d: r: m: f: s: m: f: s: l: s: f: m: r: -
Peace and unity	d: m: r: d: t: d: -

EVALUATION

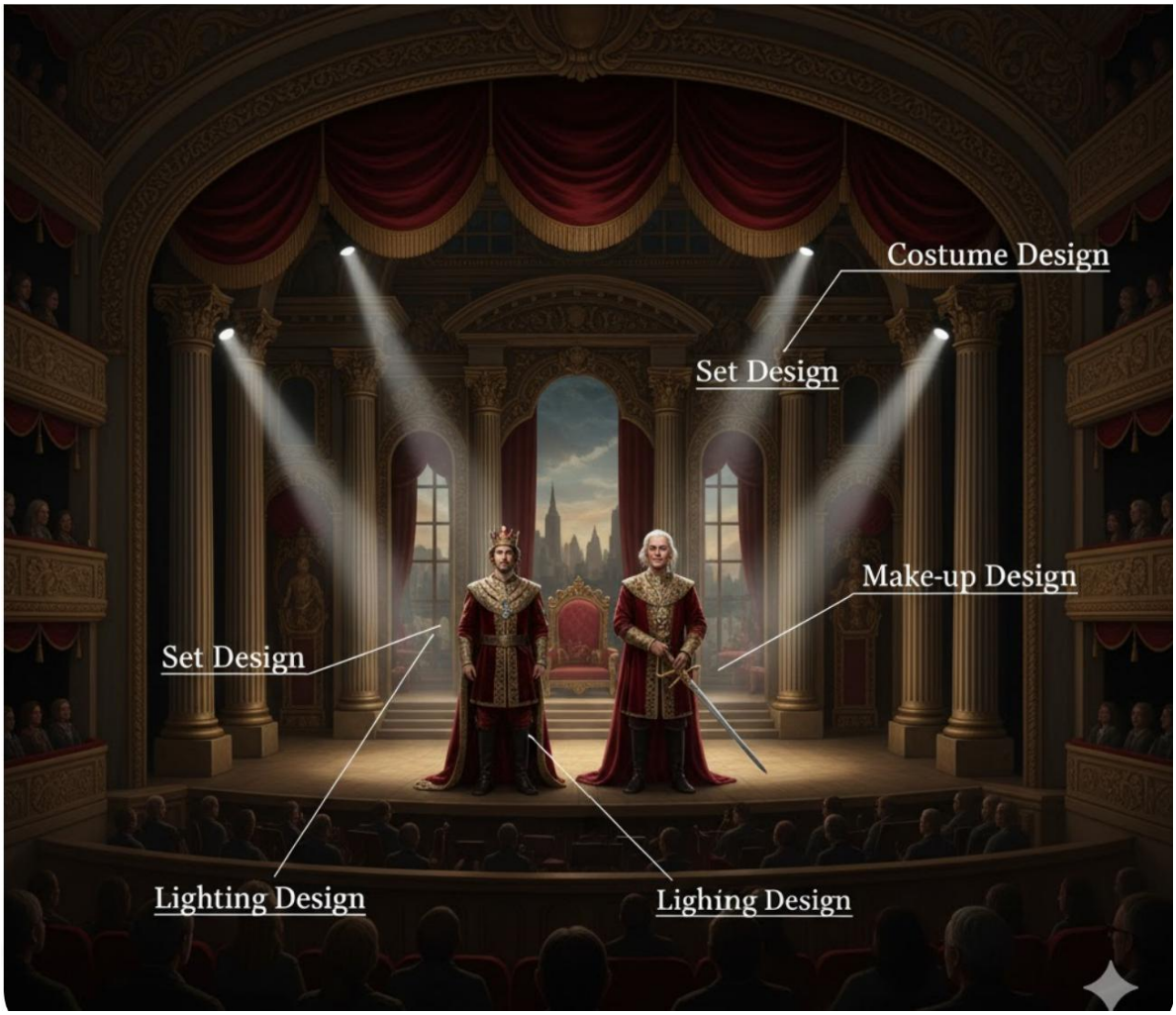
1. What is tonic solfa notation?
2. Write the solfa notes for the line: *"Peace and unity"*.
3. Explain two reasons why it is important for students to learn the solfa notes of the National Anthem.
4. How does learning solfa notes improve singing skills?
5. What key value does singing the National Anthem promote among Nigerians?

ASSIGNMENT

1. Copy the full solfa notes of the Nigerian National Anthem into your notebook and practice singing it daily.
2. Write short notes on **three benefits of tonic solfa notation** to a music learner.
3. Draw the solfa syllables (d, r, m, f, s, l, t, d') on a musical staff showing their positions.

WEEK 4: DESIGN IN THE THEATRE

1. Meaning of Theatre Design
2. Areas of Theatre Design
3. Elements of Design in the Theatre
4. Importance of Theatre Design



MEANING OF THEATRE DESIGN

- Theatre design refers to the **creative process of planning, arranging, and producing the visual and physical aspects of a stage performance**.
- It is the use of **art, craft, and imagination** to design how the stage looks, how the actors appear, and how the whole performance environment feels.

- It involves creating **set, costumes, props, lighting, make-up, and sound** to support the story.
- Theatre design makes a play **believable, interesting, and enjoyable** to the audience.
- Other names: **Stage Design** or **Scenography**.

Example:

If a drama is about a king in his palace, the designer must create a **palace set** with a throne, crown, palace guards' costumes, and background music that matches royalty.

AREAS OF THEATRE DESIGN

Theatre design has several **branches or areas**, each with its own role:

(i) Set/Scenery Design

- The **background or environment** where the play is performed.
- Shows the place, period (time), and situation of the play.
- Could be natural (forest, mountain) or man-made (palace, market, house).

Examples:

- A **forest set** with trees and grass for a folktale.
- A **courtroom set** with chairs, judge's table, and flag.

(ii) Costume Design

- Refers to **clothing and accessories** worn by actors.
- Reflects the character's **status, culture, job, age, and personality**.
- Helps the audience to quickly recognize a character.

Examples:

- A soldier wears a **uniform with boots**.
- A traditional chief wears a **robe and beads**.

(iii) Make-up Design

- Use of cosmetics, paints, and artificial parts to change or improve an actor's look.
- Can be used to make someone look **older, younger, scary, or beautiful**.

Examples:

- Adding **wrinkles** to make a young actor look old.
- Painting the face to act as a **ghost or spirit**.

(iv) Lighting Design

- Arrangement of lights to create mood, focus, and visibility.
- Can show **time of day** (morning, afternoon, night).
- Can add special effects (storm, fire, rainbow).

Examples:

- Blue lights for **night scene**.
- Bright white light for **day scene**.

(v) Sound Design

- Use of sound effects and music to support the play.
- Adds **realism and emotions**.

Examples:

- **Thunder sound** to show rain.

- **Drum beats** for a war scene.
- **Bird chirping** for a forest.

(vi) Props (Properties) Design

- Movable objects used by actors during performance.
- Divided into **Hand Props** (carried by actors) and **Set Props** (part of stage).

Examples:

- Hand Props: book, broom, gun, cup.
- Set Props: table, bed, chair, throne.

ELEMENTS OF DESIGN IN THE THEATRE

Theatre design is guided by **art elements** such as:

1. **Line** – Straight, curved, or zig-zag lines that form part of scenery or costume.
2. **Shape/Form** – The structure of objects (2D or 3D) e.g., square throne, round table.
3. **Colour** – Used to show **mood, culture, or meaning**. (Red = danger, White = purity).
4. **Texture** – Surface feel: smooth, rough, shiny, soft.
5. **Space** – How actors, sets, and props are arranged on stage.
6. **Movement** – Flow of actors on stage and how they interact with the design.

IMPORTANCE OF THEATRE DESIGN

1. **Creates Realism** – Makes the play believable (palace looks like a palace).
2. **Sets the Mood/Atmosphere** – Lighting, sound, and colour bring feelings (sad, joyful, scary).

3. **Explains the Story** – Helps audience know place, time, and situation.
4. **Character Identity** – Costumes and make-up show who is a king, servant, or soldier.
5. **Focuses Attention** – Directs the audience to the most important action.
6. **Cultural Expression** – Displays traditions, history, and heritage through design.
7. **Entertainment Value** – Makes the play enjoyable and attractive.
8. **Support for Actors** – Provides tools (props) and setting needed for performance.

EVALUATION

1. What is theatre design?
2. Mention **four areas of theatre design** and give examples.
3. List and explain **five elements of theatre design**.
4. State **four importance** of theatre design.
5. Differentiate between **costume** and **make-up design**.

ASSIGNMENT

1. Design a simple **costume sketch** for:
    - A traditional king.
    - A school teacher.
2. Explain how **lighting and sound design** can make a play more effective.

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WEEK 6: REHEARSAL

Meaning of rehearsal; activities involved in rehearsals; stages of rehearsal; uses of rehearsal

INTRODUCTION

Rehearsal is one of the most important aspects of artistic and creative performance. Whether in drama, music, or dance, rehearsal prepares performers for the actual presentation before an audience. Without proper rehearsal, even the most talented performers may fail to deliver a good performance. This lesson will explain the meaning of rehearsal, the activities carried out during rehearsals, the stages of rehearsal, and the uses of rehearsal in cultural and creative arts.



MEANING OF REHEARSAL

Rehearsal is the process of **practising and preparing a performance** before presenting it to an audience. It involves repeated practice, corrections, adjustments, and coordination to ensure a smooth and excellent presentation.

In drama, rehearsal is the repeated practice of lines, movements, and stage actions.
In music, it is the constant practice of songs, instruments, rhythm, and harmony.
In dance, it is the repeated practice of movements, steps, and body expressions.

Thus, rehearsal is a **training process** that helps performers build confidence, develop teamwork, and improve performance quality.

ACTIVITIES INVOLVED IN REHEARSALS

During rehearsals, several activities are carried out to ensure that the performance is well-prepared. These include:

1. **Warm-up exercises** – stretching, voice training, and relaxation to prepare the body and voice.
2. **Reading and memorizing scripts or lyrics** – for drama or music performances.
3. **Practising lines, songs, or dance steps** – repeated practice to master the art.
4. **Blocking and movement** – arranging the positions and movements of actors or dancers on stage.
5. **Voice training and projection** – learning how to speak or sing loudly and clearly.
6. **Coordination with instruments and props** – practising with musical instruments, costumes, and stage materials.
7. **Timing and rhythm practice** – ensuring the right tempo, speed, and sequence.
8. **Corrections and feedback** – the instructor or director corrects mistakes and improves weak areas.

9. **Teamwork and group coordination** – ensuring harmony and cooperation among performers.

STAGES OF REHEARSAL

Rehearsals usually go through different stages before a performance is fully ready.

1. **Reading Rehearsal (Table Reading)**
    - The cast or performers read through the script, lyrics, or instructions together for the first time.
    - Understanding roles, lines, and actions.
2. **Blocking Rehearsal**
    - Arrangement of positions, entrances, exits, and movements on stage.
    - Helps performers know where to stand, sit, or move during the performance.
3. **Developmental Rehearsal**
    - Practising in detail, improving acting, voice, music, or dance.
    - Corrections are made, and characters or roles are developed.
4. **Technical Rehearsal**
    - Rehearsing with stage lights, sound, instruments, props, costumes, and background effects.
    - Helps performers get used to stage conditions.
5. **Dress Rehearsal**
    - A full practice with costumes, makeup, props, lights, and sound.
    - Performed as if it is the real presentation.
6. **Final Rehearsal**

- The last practice before the actual performance.
- Ensures that everything is in place and performers are confident.

USES OF REHEARSAL

Rehearsal serves several important purposes in performance and creative art.

1. **Builds confidence** – performers gain self-assurance through constant practice.
2. **Improves performance quality** – mistakes are corrected and skills are perfected.
3. **Promotes teamwork** – group members learn to work in unity and coordination.
4. **Enhances creativity** – new ideas and expressions can be developed during practice.
5. **Familiarizes performers with stage conditions** – lighting, sound, costumes, and props are tested.
6. **Reduces stage fright** – performers overcome fear of facing an audience.
7. **Saves time during performance** – as the performance flows smoothly without confusion.
8. **Increases discipline and commitment** – as members learn the importance of punctuality, focus, and dedication.

EVALUATION

1. What is rehearsal?
2. List five activities carried out during rehearsal.
3. Mention and explain four stages of rehearsal.
4. State four uses of rehearsal in performance.
5. Why is a dress rehearsal important?

ASSIGNMENT

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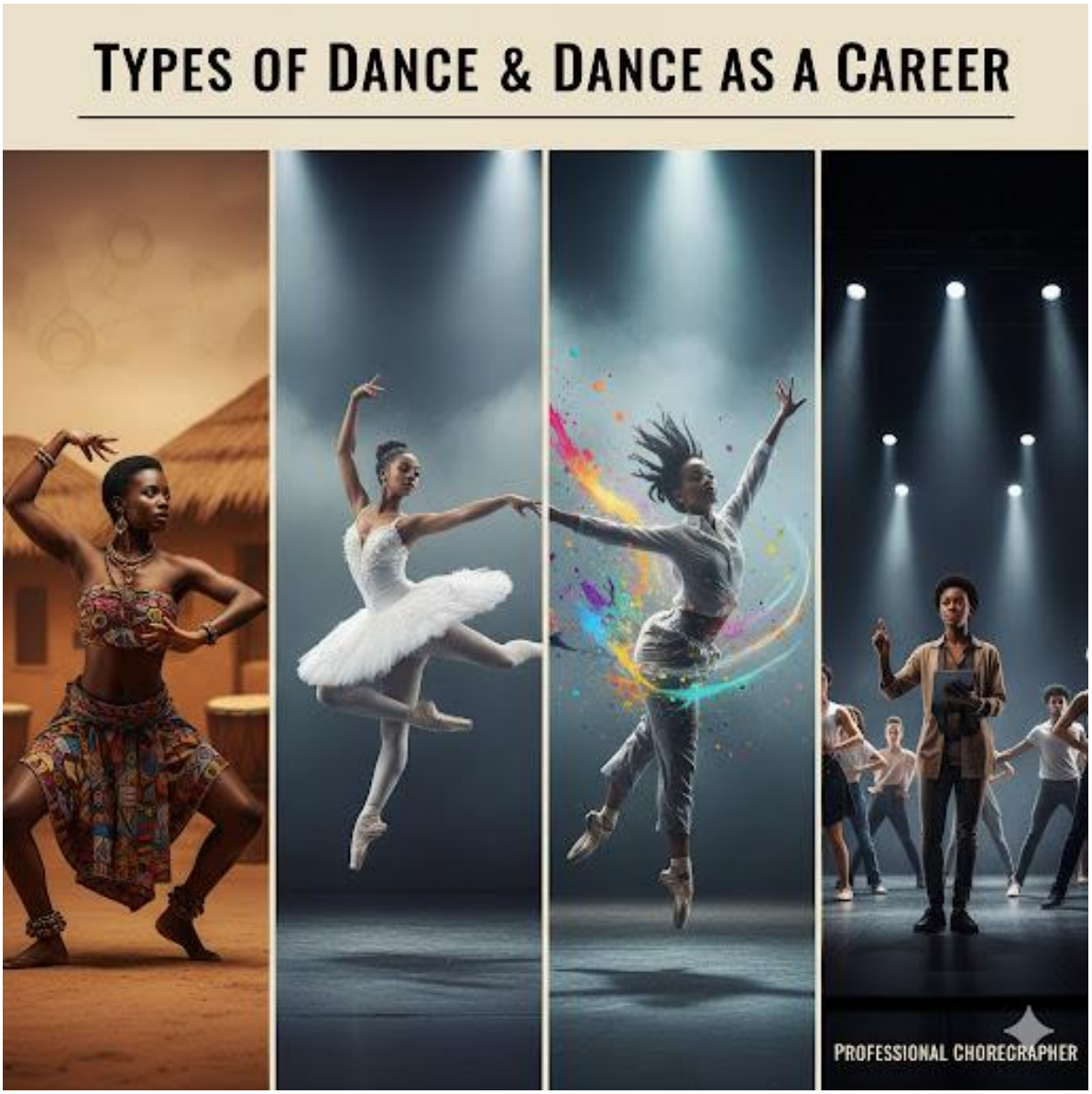
1. Write a detailed explanation of the six stages of rehearsal with examples from drama or music.
2. Describe five activities that take place during a drama rehearsal.
3. Discuss five reasons why rehearsal is important to a school choir preparing for a competition.

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WEEK 8: TYPES OF DANCE

Traditional, modern, creative, etc.

Dance is an important aspect of **Cultural and Creative Arts (CCA)** that allows individuals to express themselves through body movements, gestures, rhythm, and coordination. Dances vary across cultures and have different purposes, such as **ritualistic, social, educational, or entertainment purposes**. Understanding the types of dance helps students appreciate cultural heritage and develop physical coordination, creativity, and self-expression.



TYPES OF DANCE

1. **Traditional Dance**
    - Also known as **folk dance**, traditional dance is part of a community's cultural heritage and reflects its beliefs, customs, and values.
    - Often performed during **festivals, ceremonies, initiation rites, harvest celebrations, and religious events**.
    - Features include **repetitive steps, symbolic gestures, and music or drum accompaniment**.
    - Examples: Bata dance (Yoruba, Nigeria), Atilogwu dance (Igbo, Nigeria), Maasai tribal dance (Kenya), and Native American dances.
2. **Modern Dance**
    - Modern dance is a **contemporary form of dance** that departs from traditional rigid structures.
    - Focuses on **individual creativity, expression, and emotion**.
    - Often performed in **schools, theatres, and dance competitions**.
    - Examples: Ballet, Jazz, Hip-Hop, and Contemporary dance.
3. **Creative Dance**
    - Also called **expressive dance**, it encourages dancers to **improvise movements** and create original choreography.
    - Emphasizes **personal interpretation, imagination, and storytelling through movement**.
    - Often used in **schools, drama performances, and community arts programs**.
4. **Social Dance**
    - Dance performed primarily for **social interaction, entertainment, or celebration**.
    - Includes partner dances and group dances at social gatherings or parties.

- Examples: Waltz, Salsa, Tango, and traditional wedding dances.

5. **Religious or Ritual Dance**
    - Performed as part of **spiritual practices, worship, or ceremonies**.
    - Often has **symbolic meaning** and is believed to invoke blessings, communicate with deities, or mark sacred occasions.
    - Examples: Egungun dance (Yoruba, Nigeria), Balinese temple dance (Indonesia).
6. **Competitive or Performance Dance**
    - Performed in **dance competitions or professional stages**.
    - Judged on technical skill, creativity, presentation, and expression.
    - Examples: Ballroom dance competitions, talent shows, and professional dance recitals.

IMPORTANCE OF KNOWING TYPES OF DANCE

- Helps students **understand and preserve cultural heritage**.
- Encourages **physical fitness, coordination, and flexibility**.
- Promotes **creativity and self-expression**.
- Provides opportunities for **entertainment, social interaction, and career development** in performing arts.
- Enhances **discipline, teamwork, and confidence** through group performances and rehearsals.

EVALUATION

1. Define dance and explain its importance in society.
2. Mention four types of dance and give examples for each.

3. Explain the difference between traditional and modern dance.
4. How does creative dance encourage self-expression?
5. Why is ritual or religious dance important in many cultures?

ASSIGNMENT

1. Research and prepare a report on three traditional dances in Nigeria and their cultural significance.
2. List and describe two modern dance styles and where they are commonly performed.
3. Create a short performance (practical or written description) of a creative dance based on a theme, such as “harvest” or “friendship.”

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WEEK 9: DANCE AS A CAREER

- Meaning of dance as a career
- Career prospects of studying dance
- Some dance artists in Nigeria

INTRODUCTION

Dance is one of the oldest forms of human expression. It involves moving the body rhythmically to music or beats, often to express feelings, tell stories, or entertain. Beyond being a cultural activity or leisure, dance can also be pursued as a **career**. In modern times, many people earn their living by dancing professionally, teaching dance, or using dance in industries like entertainment, media, theatre, and education.

This lesson explains what it means to take dance as a career, the career opportunities available, and introduces some notable dance artists in Nigeria.

MEANING OF DANCE AS A CAREER

- Dance as a career means **practising dance professionally to earn a living and build a life around dance-related activities**.
- It involves learning dance techniques, styles, and theories to perform, teach, choreograph, or promote dance.
- Unlike recreational dance (done for fun), dance as a career is taken seriously, requiring training, discipline, creativity, and professionalism.
- Dance can be studied in institutions of learning (universities, colleges of education, cultural centres, and dance academies).

CAREER PROSPECTS OF STUDYING DANCE

Studying dance opens up a wide range of opportunities, including:

- **Dance Performer / Professional Dancer:** Performing on stage, television, films, cultural festivals, or music videos.
- **Choreographer:** Designing and creating dance movements for performances, plays, movies, adverts, and events.
- **Dance Teacher / Instructor:** Teaching dance in schools, cultural centres, and private dance studios.
- **Dance Therapist:** Using dance as a tool for physical and emotional healing (dance therapy).
- **Entertainment Industry Jobs:** Working in theatres, film production, music video production, and talent shows.
- **Cultural Ambassador:** Promoting Nigerian traditional dances internationally, thereby representing the country's cultural heritage.
- **Dance Researcher/Scholar:** Studying and documenting traditional and modern dances for preservation and academic purposes.
- **Fitness and Wellness Industry:** Using dance as a form of exercise for health and body fitness (e.g., aerobics, Zumba).

SOME DANCE ARTISTS IN NIGERIA

Nigeria has produced several talented dance artists who have contributed to the growth of dance as an art and profession. Some notable ones include:

- **Benedict Akinyelure (a.k.a. Benedict Johnson):** A prominent choreographer known for promoting traditional and contemporary dance.
- **Qudus Onikeku:** An internationally recognized Nigerian dancer and choreographer who blends African traditional dance with contemporary movements.

- **Kaffy (Kafayat Shafau-Ameh):** Nigeria's leading female dancer and choreographer, famous for setting the Guinness World Record for longest dance party and for training dancers across the country.
- **Segun Adefila:** Founder of Crown Troupe of Africa, known for blending dance, drama, and music in stage performances.
- **Peter Badejo:** A Nigerian dance scholar and choreographer based in the UK, who has promoted African dance globally.

These artists show that dance can be more than just entertainment — it can become a respectable, rewarding career.

EVALUATION

1. Define dance as a career.
2. Mention four career prospects in dance.
3. Differentiate between recreational dance and professional dance.
4. List three Nigerian dance artists and their contributions.
5. Why is training important in pursuing dance as a career?

ASSIGNMENT

1. Explain in detail three career opportunities available for someone who studies dance.
2. Write short notes on **Qudus Onikeku** and **Kaffy**, highlighting their contributions to Nigerian dance.
3. Discuss three reasons why dance is important as a profession in Nigeria today.

WEEK 10: SELF-CONTROL

Meaning of self-control; How to exercise self-control; Benefits of self-control; How to practise self-control



MEANING OF SELF-CONTROL

Self-control is the ability of an individual to regulate, manage, and restrain their emotions, desires, and behaviours, especially in difficult or tempting situations. It means being able to think before acting, resisting negative impulses, and making responsible choices that align with one's values, morals, and goals.

In simple terms, self-control is the discipline that helps a person to do what is right rather than what feels good in the moment.

Examples of self-control include:

- Refusing to fight when provoked.
- Avoiding the temptation to cheat in an exam.
- Resisting the urge to spend all one's pocket money at once.
- Saying "no" to drugs, smoking, or peer pressure.

HOW TO EXERCISE SELF-CONTROL

Exercising self-control requires conscious effort and discipline. Some ways include:

1. **Thinking Before Acting** – Pause and consider the consequences of an action before doing it.
2. **Setting Personal Boundaries** – Decide in advance what you will or will not do.
3. **Avoiding Temptations** – Stay away from friends, places, or activities that may lead to wrong choices.
4. **Time Management** – Organize your time wisely to prevent laziness or distractions.
5. **Positive Self-Talk** – Encourage yourself with positive words like, "I can resist this" or "I will stay focused."
6. **Seeking Guidance** – Ask for advice from parents, teachers, or religious leaders when facing challenges.
7. **Prayer and Meditation** – Relying on spiritual practices can help develop inner strength.

BENEFITS OF SELF-CONTROL

Self-control has many benefits for an individual and society at large:

- **Prevents Regrets:** Helps avoid mistakes or wrong choices that lead to shame or punishment.
- **Promotes Discipline:** Builds character and strengthens determination.
- **Improves Relationships:** Reduces conflicts with friends, classmates, and family members.
- **Leads to Academic Success:** Helps students resist distractions and focus on studies.
- **Boosts Health:** Prevents harmful habits such as drug abuse, overeating, or laziness.
- **Encourages Good Citizenship:** Promotes peace, order, and respect for rules in society.

HOW TO PRACTISE SELF-CONTROL

Developing self-control is a gradual process that can be improved with practice:

1. **Identify Weaknesses:** Recognize situations or habits where you easily lose control.
2. **Make a Commitment:** Decide firmly to change and stick to good habits.
3. **Start with Small Steps:** Practise self-control in simple things (e.g., waking up early, completing assignments on time).
4. **Reward Yourself:** Appreciate yourself when you resist a temptation or make the right choice.
5. **Learn from Mistakes:** If you fail at some point, do not give up—try again and improve.
6. **Associate with Disciplined People:** Keep friends who encourage positive behaviour and avoid bad influences.

SUMMARY OF SELF-CONTROL

Aspect	Explanation	Examples
Meaning of Self-Control	Ability to regulate emotions and behaviours	Refusing to cheat, resisting anger

How to Exercise Self-Control	Techniques to resist temptations and act responsibly	Thinking before acting, time management
Benefits of Self-Control	Positive outcomes of living with discipline	Academic success, good relationships
How to Practise Self-Control	Practical steps to develop the habit	Starting small, rewarding self, persistence

EVALUATION

1. Define self-control in your own words.
2. Mention four ways of exercising self-control.
3. State four benefits of self-control to students.
4. Explain three steps you can take to practise self-control daily.
5. Give two examples of situations in school where self-control is required.

ASSIGNMENT

1. Write an essay on a personal experience where you practised self-control. What was the situation, and what did you learn?
2. Create a timetable for one week showing how you will use self-control to manage your time between studies, chores, and recreation.
3. "Without self-control, success in life is impossible." Discuss this statement with at least **five points**.