

CREATIVE ARTS

INTRODUCTION

The Primary Teacher Education Creative Arts Syllabus has been developed with the primary school syllabus in mind.

The Syllabus was designed to integrate Art and Craft, Music and Drama in Primary Schools.

This syllabus gives the student teacher an opportunity to acquire knowledge, skills and attitudes which will be useful in talent development, economic development, self-satisfaction, entertainment and effective teaching.

Most of the Creative Arts concepts are introduced in the first year of the course before the second year where there are electives. The scope and sequence has been organized in such a way that in first year there is broad coverage of content and methodology for teaching creative arts as a subject. In second year there is specialization in the various areas of Music, Art and Craft.

The layout comprises topics, sub-topics, general/specific objectives, presentations and display of all practical skills acquired. Throughout the course emphasis is laid on safety, making of quality functional items, improvisation using locally available materials and information.

The content has also been carefully selected to infuse emerging issues related to child labour, drug abuse, HIV/AIDS, integrity, human rights environment and gender.

The Creative Arts being practical should be assessed continuously through different stages in the learning process. Assessment of performing Arts will be done through suggested assessment methods which appear at the end of the syllabus.

The syllabus has therefore, been designed to adequately cover the various topics in theory and practice and should prepare the student for teaching and further learning in other tertiary institutions of specialization.

GENERAL OBJECTIVES

At the end of the course the learner should be able to;

1. develop the basic theoretical and practical knowledge of teaching Creative Arts.
2. develop the teacher's ability to produce works of Creative Arts
3. create an awareness of child development in Creative Arts and use the knowledge for planning and effective teaching
4. discover, collect and explore local materials and make a repertoire for future use.
5. acquire basic skills by making items using the local materials collected
6. express themselves through manipulation of varied materials
7. transform various materials into functional and aesthetic form in relation to the physical social and cultural environment.
8. critically analyze and appreciate works of Creative Arts in relation to design, form and function.
9. handle varied materials and tools in production of Creative Arts for aesthetic and functional value
10. apply the skills, knowledge, concepts and attitudes acquired through Creative Arts.
11. organize and participate in Creative Arts presentations locally and internationally.
12. use the acquired Creative Arts skills for physical spiritual social and therapeutic functions.

YEAR ONE

1.0

TOPIC: INTRODUCTION TO CREATIVE ARTS (1 HR.20 MIN.)

1.1

Specific Objectives:

At the end of the topic, the learner should be able to;

- a) define the term Creative Arts
- b) analyse the relationships of the components of Creative Arts
- c) discuss the factors affecting the development, implementation and promotion of Creative Arts in Kenya.

1.2

Content

- Definition of Creative Art
- Components of creative arts and their relationships
- Factors affecting the development, implementation and promotion of creative arts.
 - individual
 - social
 - economic
 - cultural
 - administrative

2.0

TOPIC: BASIC SKILLS

2.1

SUB-TOPIC: MELODY (5 HR. 20 MIN.)

2.1.1

Specific Objectives

At the end of the topic, the learner should be able to;

- a) name notes on the staff
- b) write major scales
- c) read tonic solfa pitches
- d) identify notes of the diatonic scale by their technical names.

2.1.2

Content

- Staff and leger lines
- Major scales of C, G, D, F and Bb
- Tonic solfa pitches – d r m f s l t d
- Accidentals
- Key signatures
- Technical names (tonic, super tonic, mediant, sub dominant, dominant, sub -mediant leading note)

2.2 SUB-TOPIC: RHYTHM (4 HRS.)

2.2.1 Specific Objectives

At the end of the topic, the learner should be able to;

- clap and tap rhythms of different note values with their corresponding rests
- Clap and write rhythms in simple and compound time.
- Group notes and rests according to given time signature.

2.2.2 Content

- Note values and rests
 - semibreve
 - minim
 - crotchet
 - quaver
 - dotted minim
 - dotted crotchet
- Simple time
- Compound time

2.3 SUB-TOPIC: INTERVALS (2 HRS.36 MIN.)

2.3.1 Specific Objectives

At the end of the topic, the learner should be able to;

- write major, minor and perfect intervals
- recognize major, perfect and minor intervals
- identify intervals and their inversions
- identify intervals in major scales.

2.3.2 Content

- Harmonic and melodic intervals up to a perfect octave
- Recognizing major minor & perfect intervals
- Intervals and their inversions
- Intervals in major scales

2.3 SUB-TOPIC: TRIADS (2 HRS.)

2.4.1 Specific Objectives

At the end of the topic, the learner should be able to;

- write primary triads in root position
- recognize triads in root position.

2.4.2 Content

- Primary triads in root position: I IV V (tonic, subdominant dominant) in the following major keys; C G D F B in root position
- Recognizing triads in root position

2.5 SUB-TOPIC: AURALS (2 HRS.)

2.5.1 Specific Objectives

At the end of the topic, the learner should be able to write;

- rhythms on monotone
- from dictation, melodies of up to four bars.

2.5.2 Content

- Rhythms and melodies involving
- Drum rhythms
- Bar melodies involving intervals up to a perfect 5th in keys C, C, F, D, Bb

2.6 SUB-TOPIC: SIGHT SINGING/READING (2 HRS.)

2.6.1 Specific Objective

At the end of the topic, the learner should be able to sight sing/read melodies of up to 4 bars with intervals of up to a perfect 5th in Keys C G F D and B flat.

2.6.2 Content

- Rhythms using
- Melodies involving
- Four bar melodies involving intervals of up to perfect 5th in the keys of C G F D B flat
- Sight singing/reading skills such as identifying key signature and time signature, reading ahead.

3.0 TOPIC THEORY OF ART AND CRAFT (4 HRS.)

3.1 Specific Objectives

At the end of the topic, the learner should be able to;

- a) state the importance of creative Arts
- b) discuss the components of a work of Art.

3.1.2 Content

- Importance of Creative Arts
- Individual
- Society
- Components of a work of Art
- Elements
- Principals

4.0 TOPIC TECHNICAL DRAWING (2 HRS. 36 MIN.)

4.1.0 SUB-TOPIC

- types of lines
- pictorial drawings

4.1.1 Specific Objective

At the end of the topic, the learner should be able to;

- a) name different types of lines used in technical drawing
- b) use the lines to draw oblique and isometric shapes in correct angles.

4.1.2 Content

- Object line
- Projection line
- Construction line
- Centre line
- Dimension line
- Cut-line
- Broken lines
- Isometric
- Oblique

5.0

TOPIC: PICTURE MAKING (4 HRS.)

5.1

SUB-TOPIC: DRAWING

5.1.1

Specific objective

At the end of the topic, the learner should be able to;

- a) define the term drawing
- b) identify and list materials, tools and techniques used in drawing
- c) use appropriate materials and tools in creating shapes and forms using line
- d) draw simple objects and figures from observation, memory and imagination
- e) use tonal value to create objects and figures from observation memory and imagination.

5.1.2

Content

- Definition of drawing
- Materials, tools and techniques
- Drawings from observation memory and imagination
 - shapes
 - forms
 - drawing from observation, memory and imagination using tonal value
 - objects
 - figures

5.2

SUBTOPIC: PAINTING (4 HRS.)

5.2.1

Specific Objectives

At the end of the topic, the learner should be able to;

- a) define the term painting
- b) identify and list materials, tools and techniques used in painting
- c) classify and mix colours
- d) primary colours
- e) secondary colours
- f) tertiary colours
- g) use colour to create shapes forms, texture and tonal value from observation, memory and imagination.

5.2.2 Content

- Definition of painting
- Materials, tools and equipment
- Classification of colour
- Primary colours
- Secondary colours
- Tertiary colours
- Painting a colour wheel
- Making a tonal range
- Use of colour in creating
 - shapes
 - forms
 - texture
 - from observation, memory and imagination

5.3. SUB-TOPIC: MOSAIC, COLLAGE AND MONTAGE (4 HRS.)

5.3.1 Specific Objective

At the end of the topic, the learner should be able to;

- a) define the terms, mosaic, collage and montage
- b) identify materials, tools and techniques used in making pictures using these techniques
- c) make pictorial compositions using mosaic, collage and montage.

5.3.2 Content

- Definition of terms
- Concepts
- Materials, tools and techniques
- Making pictorial composition
 - mosaic
 - collage
 - montage

6.0 TOPIC: WOODWORK

6.1 SUB-TOPIC: GENERAL SAFETY PRECAUTIONS (1 HR. 20 MIN.)

6.1.1 Specific Objectives

At the end of the topic, the learner should be able to;

- a) Define the term woodwork
- b) Appreciate woodwork as a means of utility
- c) State safety rules and precautions to be observed in the workshop.

6.1.2 Content

- Behaviour in the workshop
- Tools handling
- Workshop management
- Preventing fire outbreak
- Maintaining good ventilation
- First Aid box
- Fire extinguisher.

6.2 TOPIC: CLASSIFICATION OF TIMBER TREES AND THEIR PARTS (1 HR.20 MIN.)

6.2.1 Specific Objectives

At the end of the topic, the learner should be able to;

- a) classify timber trees from different species
- b) select suitable timber for producing Art and Craft items
- c) identify part of a growing timber tree
- d) sketch and label parts of a tree trunk.

6.2.2 Content

- Hardwood
- Soft wood
- Leaves, seed cases and cones
- Crown
- Trunk
- Roots
- Bark
- Sapwood
- Heartwood
- Cross-section of tree trunk