

**Excellence
SERIES**

Creative Arts



LEARNER'S
BOOK

4

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MARTHA ANKOMAH

Based on New
GES Standards-based Curriculum

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Preface

This book is based on the standard based Curriculum issued by National Council for Curriculum and Assessment. It is made basically, to serve as a guide and reference for both learners (pupils) and teachers for the study and teaching of creative arts as a subject.

Creative Arts is an integration of Visual and Performing Arts. The Visual Arts are those that can be seen, felt and touched with the hand. They are; drawing, painting, carving, modelling, weaving, sewing, casting, collage, basketry and many more.

The performing Arts are those that are mainly performed and they are perceived by hearing and seeing. Performing Arts include music, dancing, drama, story-telling, poetry and others.

The study of Creative Arts will help pupils to develop all the domains of knowledge, human and moral values like sharing, tolerance, concentration, co-operation, self-awareness, team work, honesty, discipline, self-confidence, creativity, hardworking attitude, sense of judgment and transfer of knowledge to other areas.

The book is well composed in all areas. It has complete notes on each topic, tools and materials, class activities, exercises, illustrations, practical methods.

This book has come to help both teachers and learners of creative Arts. Get a copy and let us learn to build a sustainable country (Ghana) through creativity)

Acknowledgement

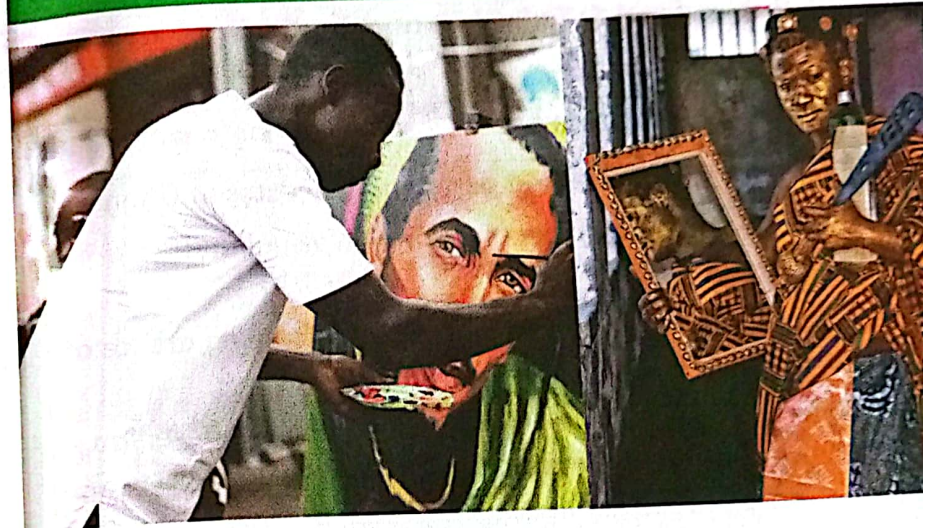
My sincere gratitude and appreciation go to God Almighty who continuously and continually gives me new ideas and opportunities. Elohim, I salute your majesty.

This vision will never have come into reality without the outstanding and selfless effort of the following people.

Mr. Derrick Appiah (Headmaster) and Mr. Owusu Mensah (Teacher) all of Yawkrom D/A J.H.S. and all the employees of Excellence Publication and Stationery Supply.

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Term One



Artworks of Ghanaian visual and performing artists and how their works reflect the history and culture of Ghana.

Sub-strand 1: Thinking and Exploring Ideas

Learning Outcomes

- Identify some visual and performing artistes in Ghana.
- Describe the art works of Ghanaian visual and performing artistes
- Write about a Ghanaian visual or performing artiste of your choice
- Generate ideas to create personal artworks based on inspirations gained from a named Ghanaian artiste

Introduction:

Differences Between Visual And Performing Artists

Visual arts are art forms such as painting, drawing, printmaking, sculpture, ceramics, photography, video, filmmaking, design, crafts, and architecture and performing arts are forms of art in which an artist use their voice, bodies, or inanimate objects to convey artistic expression. Examples of performing arts are drama, music, choreography, poetry, percussionists, ventriloquists, and puppetry.

In performing arts, people who participate in performing arts in front of an audience are called performers. Examples of these performers include, actors, comedians, dancers, magicians, and musicians.

Who Is An Artist?

An artist is someone who uses one or several mediums of expression to convey emotion, thought, or artistic perspective.

Differences Between Performing Artiste And Visual Artist

Performing artiste is an entertainer who informs, communicates and educates by performing a dance, drama, music, puppetry etc in the presence of an audience or camera and visual artist is a person who creates art forms such as painting, sculpture, drawing and design.

Starter

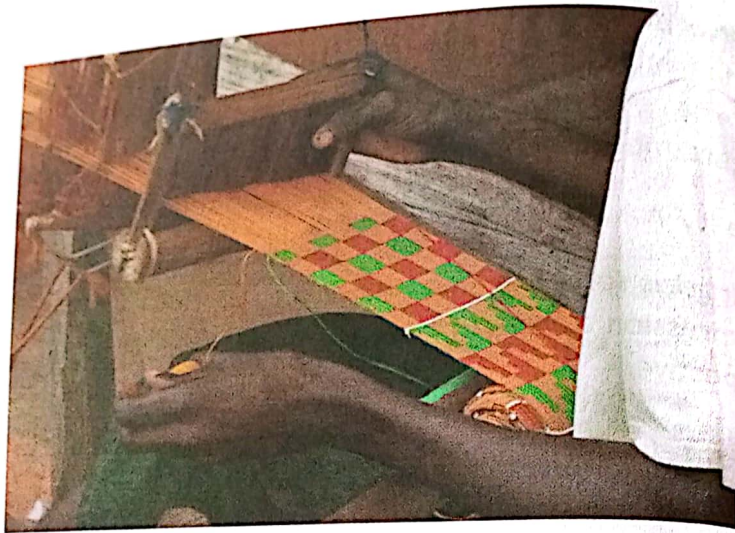
Kro Kro krohikro!

The local weaver enjoys this song

The song is art

The kente he weaves is also art

Have you seen a kente cloth before?



Exercise 1

1) What are visual arts?

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2) What is performing arts

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3) Mention 4 forms of visual art?

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4) List five examples of performing arts?

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5) Who is an artist?

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Background

People in our communities have different skills. Some are very talented and can create beautiful things like models of buildings, paintings, music or movies for us to watch.

These creative people are called artistes. In this lesson, we shall learn about some local artist in our communities.

Activity 1: Identification of Local Artists in the Community

This is Bright Ackweh.

He is a Ghanaian visual artist (painter)

He was born in Accra, attended Accra Academy and Kwame Nkrumah University of Science and Technology.

He draws huge inspiration from Fela Kuti (A Nigerian Musician) for his work.

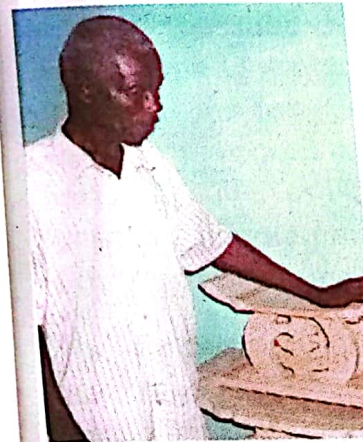
He uses digital painting technique to create satirical representation of sociopolitical issues.

His paintings reflect everyday life and Ghanaian history and culture.

Examples of his artworks



Kojo Bambir (Wood Carver)



Kojo Bambir, from Ajumako Asaasan, Central Region, Ghana, started wood carving very early in life. He has been carving for about 40 years. Carving has always been a family undertaking. He carved with his two brothers who are now deceased.

In the late 1950s, he and his two brothers opened their carving shop at Agona Swedru. It was here that he was commissioned to carve some works for the Ghana National Museum in Accra. He carved the Akan abusua poma (clan or family staff), which are part of the Museum's permanent display. It was such work that caught the attention of visitors to the Museum

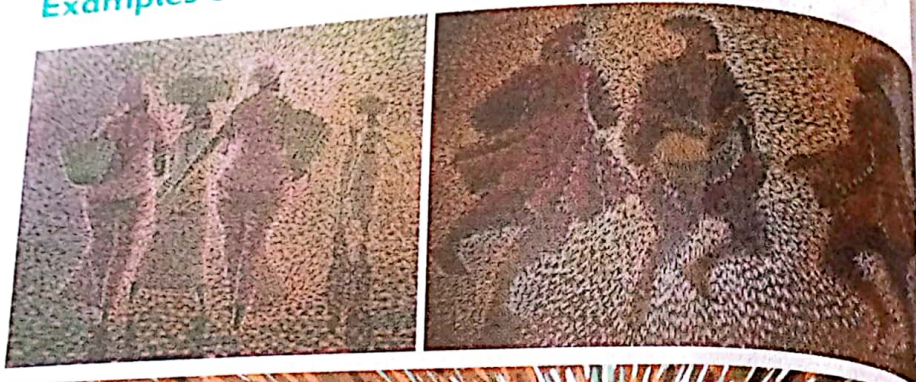
BETTY ACQUAH (PAINTER)



Betty Acquah was born in Cape Coast in the Central Region of Ghana on 20th March, 1965. After attending Wesley Girls' High and Holy Child Schools in Cape Coast, she proceeded to the Kwame Nkrumah University of Science and Technology, Kumasi, Ghana where she obtained a First Class in the B.A. Hons (Art) Degree course.

She later pursued the M. F.A. (Painting) Degree programme in the same University after an interim Professional Art course at the Tokyo School of Art (T. S.A.), Tokyo, Japan. The artist worked at The Centre for National Culture and Berj Art Galleries both in Accra, Ghana. Being one of the foremost female painters in Ghana, Betty maintains that women are the unsung heroines of our time.

The images she depicts tell of ordinary women working courageously. The trials, ambitions, celebrations and successes of ordinary women form the central theme of her rich and beautiful canvasses (fabrics). She also portrays themes such as dancers, musicians, landscapes and abstracts.



KWAME NSIAH APAU (OKYEAME KWAME)



Kwame Nsiah Apau was born in Kumasi, Ashanti Region of Ghana. He is the third of six siblings. His two younger brothers, Kwaku Nsiah Boamah nicknamed "Flowking Stone" and Kwaku Nsiah Amankwah nicknamed "Kunta Kinte", also perform nowadays as the hiplife duo "Bradez".

His parents expected him to become a physician, yet he gained interest in rap music from a very young age, having written his own songs and performed in local shows ever since he attended the Anglican Senior High School in Kumasi.

He later attended Kwame Nkrumah University of Science and Technology, where he studied music and specialized in classical guitar, later graduated as a linguist. Okyeame Kwame, in 2015 studied for a master's degree in Marketing Strategy at the University of Ghana.

Musical career

In 1997, he achieved notoriety as a member of the "Akyeame" hiplife duo, together with fellow Ghanaian, Daniel Kofi Amoateng (under the stage name Okyeame Kofi). They recorded together the albums "Nyansapo" ("Witty Knot", 1997), "Nkonsonkonson" ("Shackles", 1998), "Ntoaso" ("Continuity", 2000) and "Apam Fofor".

("New Testament", 2002). He performed solo under his own record label One Mic Entertainment, in Accra since they parted in 2004. He also featured renowned Ghanaian highlife and hiplife artists as Daddy Lumba, Kojo Antwi and Ofori Amponsah.

He won the best Artist of the Year award in 2009. Okyeame Kwame has contributed his music due to education and the promotion of scholarship, his rap lyrics (which include moral themes, social awareness and poetry) are being studied in some Ghanaian universities.

Style

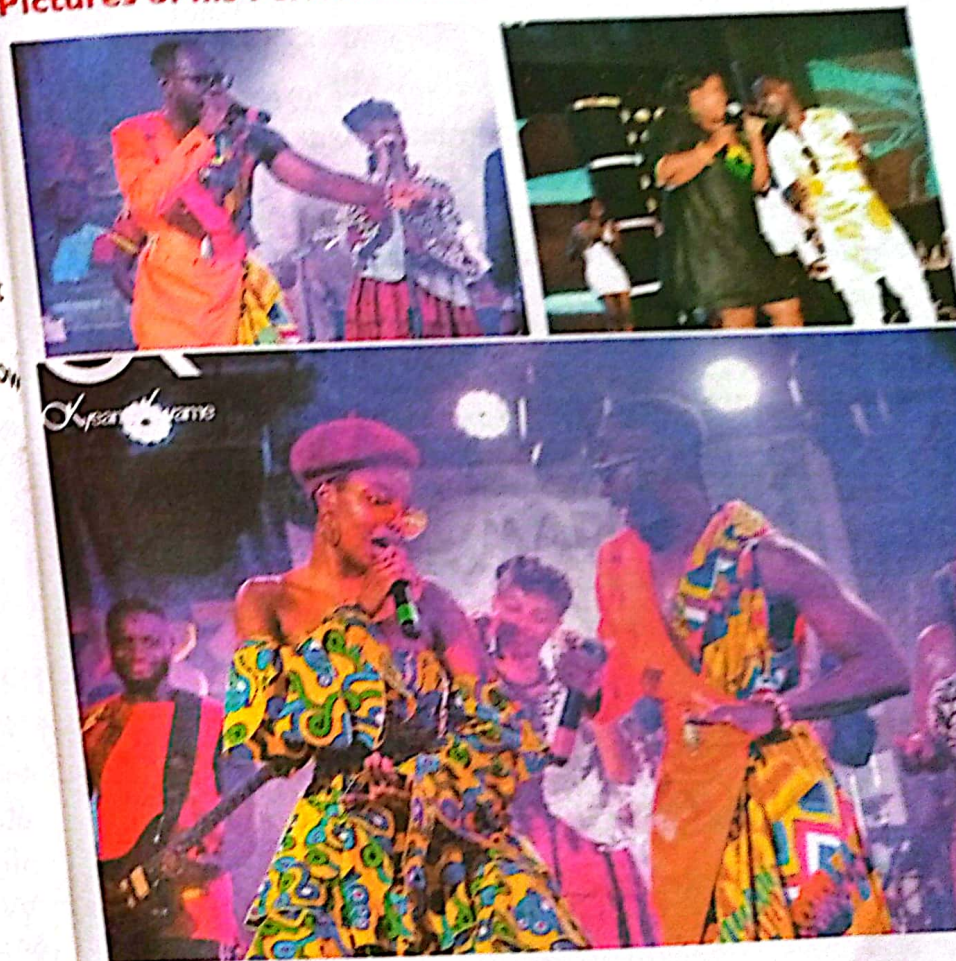
Okyeame Kwame raps and sings mostly in Twi dialect of the Akan language of Ghana. However, his ability to adapt to different functions sees him do songs in English as well. His stage name Okyeame chosen to reflect his musical flow means "linguist (of the royal court)" in his native Akan.

One Of His Songs - Small Small

If you want to walk with me my baby ooo
 Let claw with me my baby ooo
 If you want to run with me my baby i nooo
 Sometimes you walk with me my baby ooo
 If you want fly with me my baby ooo
 Sometimes you run with me my baby ooo
 If you want to land with me my baby ooo
 Sometimes you fly with me my baby ooo
 I love you is easy to say ooo

I want to you even children dey play yoo
 But i grow with you
 And that our love to stay yoo
 Small, small; grow together

Pictures of his Performances



SOME OTHER GHANAIAN ARTISTS INCLUDING THE FOLLOWING PERSONALITIES:

- Benbow Nana Kwame Oduro Bonney (Funny Face) - Comedian
- Kofi Annan - Painter and Sculptor
- Charles Nii Ananor Wensah Jr (Shameless) - Dancehall musician
- Michael Osei Kwame (Sarkodie) - Musician
- Kwame Agyemang Agyemang Agyemang (Baba) - Musician and Actress
- Nana Ama McBrown - Actress
- Nana Ama - Actress
- John Dumelo - Actor
- Van Vicker - Actor
- Ebenezer Agyemang (Gini Buser) - Dancer/Musician
- Louis Agyemang Kofi (Dancegod) - Dancer
- El Anatsui - Sculptor
- Eric Adigboye Agyemang - Sculptor
- Kofi Seredi - Sculptor
- Osei Kofi - Weaver

Exercise 1

1) Write the names of five (5) performing artists in Ghana!

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3) Write 2 performing artists in Ghana who are actresses?

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4) Mention 3 names of actors in Ghana?

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5) Write 3 names of comedians in Ghana?

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Activity 2: Interviewing of Local artistes

Do you know any artiste in the community where you live?

Plan an interactive visit to visual and performing artistes in your community.

During the visit, request for the following responses;

- Name of the artiste and place of birth.
- Type of artiste (e.g. painter, actress/actor, sculptor, poet, dancer, etc.).
- Styles, techniques and medium.
- Inspirations and sources of funding.
- How does Ghanaian history and culture reflect in their works.
- How the artiste handles challenges.

Record your findings in writing, video/audio recording (Where possible, the artiste can be invited to the classroom for the interview).

Use the sample interview guide below.

Sample Interview Guide

- Start with a warm friendly greeting.
E.g. Hello, good afternoon
- Introduce yourself. E.g. I am Ama, a creative arts pupil at Dabala L.A. Primary School.
- State the purpose of your visit. E.g. I have seen you act in movies on the television and would like to know more about your work.
- When permitted, ask the artiste questions about his work. E.g.
 - Could you please tell me about yourself?
 - What type of art do you do, and what techniques or styles do you use?
 - Do you have challenges relating to your work?
 - How do you overcome your challenges?
 - Etc.
- End the interview by thanking the artiste for the time, taking photographs and exchanging goodbye greetings and messages.

Tips:

- Take along a recording device such as video camera, mobile phone or voice recorder for documentation. **Make sure you seek permission from the artiste before you start recording.**
- Take simple gifts along to present to the artiste as a kind gesture. E.g. a flower or an artwork you made by yourself.
- Be polite; don't touch things in the studio without first asking the artiste.
- Keep your questions simple and avoid talking too much and allow the artiste to talk.

EXAMPLE: An Interview With Kuami Eugene



Interviewer: Hello, Good Afternoon. I'm Jerry Obour, a Student at Pwani Educational complex. I have seen you so many times on YouTube and television.

Please, can you tell me more about yourself?

Kuami Eugene: I'm Eugene Kwame Marfo, popularly known as Kuami Eugene. I was born on 1

February, 1997 at Oda in Ghana. I'm currently nineteen years of age. I like music. I used to sing at church when I was young and I learnt how to play keyboard, drum and guitar as well.


Interviewer: What do you do now?

Kuami Eugene: I'm now a musician and song –writer.

Interviewer: What type of song do you do?

Kuami Eugene: Highlife and afro beat.

Interviewer: So, what encouraged you to become a musician and song –writer today?

 **Exercise:** Write about a Local Visual or Performing Artiste of your Choice

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Activity 4: Generate Ideas to Create Personal Artworks based on Inspirations gained from a Named Local Artiste

Visual Arts

- Look for ideas from the artworks of local visual artists in your community
- Sketch your idea in page 4 of your workbook
- Develop the idea into a 2-dimensional or 3-dimensional designs
- Showcase your designs for peer review.

Performing Arts

- Look for ideas from the artworks of local performing artistes in your community
- Perform some of the lyrics, dance, moves, acting styles, etc. of the performing artiste
- Generate own lyrics, dance movements, acting styles etc.
- Share your concepts for peer review.

Exercise 3

Write your ideas you generated from studying the work of local artistes.

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Works of Ghanaian visual and performing artists which reflect the history and culture of Ghana.

Sub-strand 2: Planning, Making and Composition (Visual and Performing Arts)

Learning Outcomes

- Explore styles, techniques and medium with available local tools and materials.
- Organise ideas into designs for reproduction.
- Transform designs into 2 or 3-dimensional and performing artworks that reflect the history and culture of Ghana.
- Generate a portfolio for hard and soft works for exhibition.

Suggested TLMS:

- Tools: scissors, cutters, pencils,
- Materials: poster colours, paper, etc.
- ICT tools and devices

Background

In our communities, works of arts are part of our everyday life.

Some of the artworks are not only useful but also portray the culture and tell the history of the Ghanaian people.

Activity 5: Reflection

- How do you feel after learning about these artistes and their works?
- Do you want to be like one of them?
- What are some of your expectations that were not met during the lesson?

In this lesson, we shall learn some basic ways of producing forms of art that reflect the history and culture of Ghana using the ideas generated in previous activities.

Let us begin by experimenting with some tools and materials available.

Your teacher may take you through the uses and functions of some of the tools and materials.

Here are some examples to follow.

Activity 1: Experimenting with available tools and materials

a. 2-Dimensional

i. Drawing and Colour Work

- Take a small size of plain paper.
- Choose a preferred drawing tool.
- Draw a woman carrying a bowl water.
- Select a choice of material for colouring the work e.g. colour pencil, pastel or poster colour.

NOTE:

1. **Drawing** is the art or technique of producing images on a surface, usually paper, by means of marks, usually of ink, graphite, chalk, charcoal, or crayon.
2. **Colouring** is the process of changing the colour of something by painting, dyeing, or shading it.

3. **2-Dimensional object or shape** is an artwork drawing on a paper or a surface which can only be viewed from two sides only, thus, length and breadth

DRAWING AND COLOURING TOOLS

Tools: Tools are devices held in the hand to do a piece of work. Examples are pencil and painting brush

Materials

Some of the materials used for drawing and colouring are paper, colour pencils, crayons, markers, felt pens, poster colour, tempera etc.



Women Carrying Water

Tips

- Hold your drawing tool in a way you are comfortable with
- Control the movement of your tool and make sure your drawing is within the paper space
- If using water-based colours do not mix with too much water to avoid making your paper wet.

Exercise 1

1) What is a tool?

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2) What is drawing?

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3) Write 3 tools used for drawing?

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4) Write 3 materials for drawing and colouring?

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5) Draw and colour a person weeding in the box.

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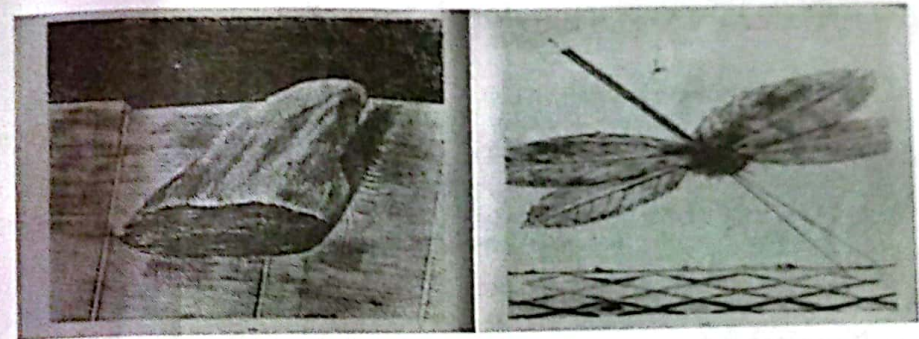
A **rubbing** (frottage) is a reproduction of the texture of a surface created by placing a piece of paper or similar material over the subject and then *rubbing* the paper with something to deposit marks, most commonly charcoal or pencil.

Rubbing out (frottage) is done by using objects with tactile textures on the surface which are suitably defined, such as a board with a wood grain surface, stone, manhole covers, coarse cloth, leaves and coins, etc.

Steps or Process of Frottage

- Take a piece of paper.
- Cut out a desirable shape with a blade, cutter, scissors etc.
- Place template on paper.
- With the help of a crayon, marker or pencil, rub-out from the edges of template on to a plain sheet of paper.
- Repeat the process of rubbing-out to create a desirable pattern.

Pictures Of Rubbing Or Frottage Works



Tips

- Hold your cutting tool with care.
- Avoid looking elsewhere or talking when cutting to avoid injury.
- Irregular template make interesting patterns.

What is rubbing –out or frottage in art?

2) Explain how rubbing is done?

3) Mention two materials that can be used for rubbing (frottage)?

4) Use coin to make rubbing work in the box

b. 3-Dimensional

i. Casting

Casting is a manufacturing process in which a liquid material is usually poured into a mould, which contains a hollow cavity of the desired shape, and then allowed to solidify. Or

Casting is a way of reproducing a piece of art using a mould.

Materials used for casting include: plaster (Gypsum), resin, metal (bronze, aluminum, lead, silver and gold), and **casting rubber**.

Exercise

1) What is rubbing -out or frottage in art?

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.....

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2) Explain how rubbing is done?

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.....

3) Mention two materials that can be used for rubbing (frottage)?

.....

.....

.....

4) Use coin to make rubbing work in the box

b. 3-Dimensional

i. Casting

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Casting is a way of reproducing a piece of art using a mould.

Materials used for casting include: plaster (Gypsum), resin, metal (bronze, aluminum, lead, silver and gold), and **casting** rubber.

Steps or process in Casting

- Pick a simple mould from your environment. E.g. bottle cap
- Mix sand with colour and water.
- Press the mixed sand into the bottle cover.
- Turn-over the bottle cover to get the sand out of the bottle cover.
- Remove the mould gently.
- Repeat the process to get many pieces.

Examples of Cast Items



Tips

- Do not add too much water when mixing.
- Apply oil inside the mould.
- Be cautious when removing mould to avoid breaking.

Exercise

1) What is casting?

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2) Explain how casting work is done.

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Carving Tools: Knives, Chisel, Wooden Mallet, Gouges, Axe and adze etc.



Adze



Axe



Chisel



Gouges



Wooden Mallet

Mallet: It is also used to reduce the force driving the cutting edge of a chisel, giving better control.

Gouges: They are used for shaping wood.

Adze: It is used for smoothing wood.

Axe: It is used for cutting, splitting and blocking wood

Knives: They are used for clearing, cutting and smoothing wood.

Chisel: It is used to cut mortises, shave rough surfaces, chop out corners of a wood.

Materials: Wood, sand paper, super glue, wax polish, potash and dye, PVA glue and machine oil.

Carved Items



Exercise

1) What is carving?

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2) Mention 3 tools that can be used for carving.

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3) What material is mostly used for carving works?

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4) Write the names of the following tools.



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Activity 2 (a): Making a 2-D and 3-D Visual Artform to Reflect Ghanaian history and Culture

- Identify an aspect of Ghanaian history and culture to produce in visual artform (*use idea generated during the thinking and exploration lesson*)
- Write the title of the work you want to produce e.g. the *overthrow of Dr. Kwame Nkrumah*
- Explore the possibility of using some Ghanaian symbols in creating your artwork.
- Make a list of tools and materials to use for the work e.g. clay, painting brushes, scissors, paper, etc.
- Choose a desirable technique for your work e.g. painting, carving, casting, modelling, assemblage, etc.
- Arrange the materials to form a desirable visual artform to reflect Ghanaian history and culture. Call on your teacher to provide needed guidance when in difficulty.
- Give an appropriate finishing technique to make your work presentable e.g. framing, polishing, mounting, etc.

Here is an example;

- Ghanaian history after independence
- Title of work; The Overthrow of Nkrumah
- Technique: painting
- Tools and materials needed: cardboard, pencil, poster colours.

Painting of Violence



Exercise

- 1) Write six challenges you encountered when producing your work.

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2) Write what you did to overcome the challenge.

Activity 3 (b): Making a Performing Artform to Reflect Ghanaian History and culture

- Identify an aspect of Ghanaian history and culture to reproduce in any of the performing arts (*use the idea generated during the thinking and exploration lesson*).
- Write the title of the work you want to produce e.g. *the overthrow of Dr. Kwame Nkrumah*.
- Explore the possibility of using Ghanaian proverbs and social values in your write-up.
- Choose a desirable performance approach for your work e.g. singing, dancing, acting, poetry, etc.

- Make a list of instrument, props, costume, etc. to use for your work e.g. drums, clappers, uniforms, etc.
- Write a simple script for your performance. Call on your teacher to provide needed guidance when in difficulty.
- Select a desirable setting for your work e.g. auditorium, classroom, school field, etc.
- Choose a suitable mode of recording your work e.g. using voice recorder, mobile phone, video camera etc.

Follow the example below;

Step 1:

- Brainstorm on performing artistes whose works reflect Ghanaian history. E.g. *Agya Koo (Kofi Adu) the Comedian and Movie Actor, Amandzaba Nat-Brew the musician, etc.*
- Develop an idea from inspirations gained from reflecting on the artistes and their works.
- Your idea/concept may be a broad theme from which you carve-out a title for your work. E.g. *Ghanaian History after Independence*.
- From your concept, Select a suitable Title for your work e.g. *The Overthrow of Nkrumah*

Step 2:

- Think about the performance approach to use in executing your work e.g. *drama, role, poetry, dance, singing, etc.*

- Write a script for the drama, poem, song, etc. (use simple words, rhymes, etc. to make it interesting). See the sample script below.

Sample Script

When Nkrumah was overthrown, there was loud uproar. The people chanted in cheers tsooboi!

Many of his statues were pulled down even by the military men.

An old woman who loved Nkrumah cried out saying; oh oh oh show boy, little did I know your people hated you.

End of script

Step 3:

- Decide on the venue to do your performance
- List the materials you need for your performance such as props, makeup, costume etc. (contact your teacher for guidance).
- Select instruments needed for the performance e.g. clappers, whistles, drums, cans, etc.
- Select or make a list of friends who will be part of the drama cast and crew in case you need a team. (if you are performing alone like reciting a poem, then you don't need a team).

Step 4:

- Rehearse your script (call on your teacher for assistance when in difficulty).
- Plan and stage your performance for appreciation.



Exercise

Write a script on the concept you developed to be staged as performing art.

Handwriting practice lines for the exercise.

Activity 4: Record the compositions for future performances.

- Discuss how to record the compositions.
- Record and store your performances.

Activity 5: Reflection

- Which of the activities in the lesson did you enjoy?
- Which of the activities in the lesson did you find difficult?
- What do you want to do with your compositions?

Works of Ghanaian visual and performing artists which reflect the history and culture of Ghana.

Sub-strand 3: Displaying and Sharing through Exhibition and Performance

Learning Outcomes

- Plan a display of creative works: visual and performing arts for appreciation.
- Present written and verbal reports on their creative arts works.
- Talk about processes, challenges and success of their works.

Suggested TLMs:

- Pictures or videos on exhibitions and performances.
- Suitable surfaces for exhibition.
- Items for holding exhibits and for decoration.
- ICT tools and devices for recordings and projections.

Meaning of Exhibition

Exhibition is a public display of works of art or items of interest, held in an art gallery or museum or at a trade fair.

Background

When artistes produce works of art, they showcase it to the general public. This enables the public to become aware of the potentials of the artiste.

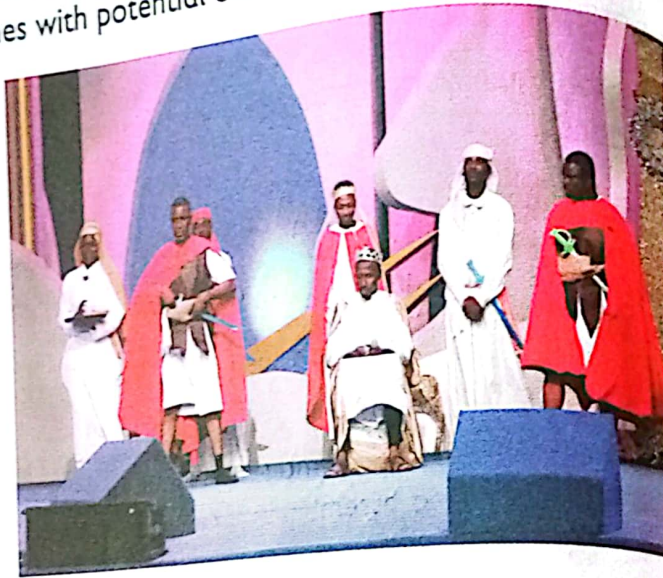
They display their works through exhibition and performances.

Displaying your works in a form of exhibition or performance will enable other people to appreciate your work.

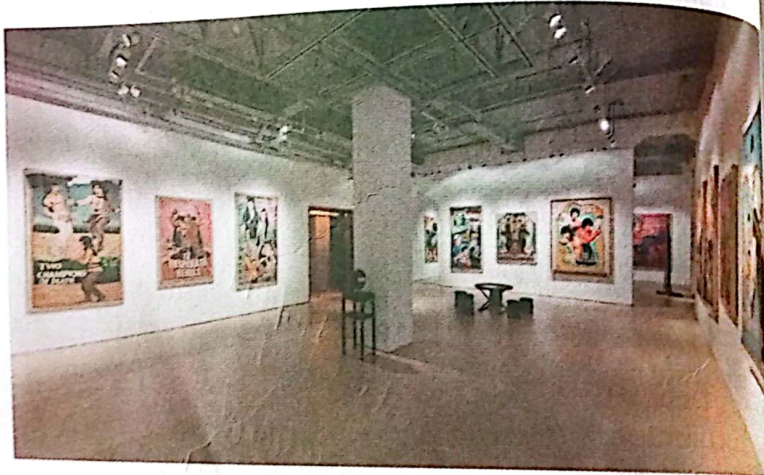
Importance of Exhibition

1. Exhibitions are an opportunity for a large numbers of buyers and sellers in an industry to come into direct contact with each other - at the same time.
2. Exhibitions offer an exceptional and ideal opportunity to showcase products and services to a highly targeted audience.
3. Exhibitions are ideal platform for buyers. They can examine and discuss products of their interest, and also compare one product with other company's products, and return again for further examination- all within a short space of time.
4. Exhibitions are one of the most effective mediums for establishing and maintaining customer relations.
5. Exhibitions provide the opportunity, to both buyers and sellers, to update their knowledge about the other

6. Exhibitions provide face-to-face customer contact, which is the best way to build on relationships and form new ones with potential customers.



Drama



Exhibition hall

Here are some steps to follow for your visual art exhibition

Activity 1: Exhibition of Artworks

- Select all works you want to exhibit both personal and exercises given by your teacher, e.g. painting, carving, weaving, etc.
- Prepare your statement (what to say about your works).
- Clean works nicely and re-polish where necessary
- Frame with suitable materials such glass, rubber, wood, plastics etc.
- Choose a suitable space to mount your exhibition example, school field, assembly hall, classroom, nearby public auditorium, market square, etc. (discuss with your teacher for approval).
- Decide on guests to invite e.g. friends from different school, parents, celebrities, diplomats, government officials, teachers, etc. (discuss with your teacher for approval).
- Prepare the venue for the exhibition and mount the exhibits.
- Plan for opening and closing ceremonies.
- Clear the venue after the exhibition.

Sample Artiste's Statement for Exhibition

My name is Abena Ama-Akua, I am a 12-year old painter. I get my inspiration from the history and culture of the Ghanaian people. My style of work is paper collage on plywood and glass. My work does not only reveal the history and culture of Ghana but also serve as decorative pieces for hospitality firms and private homes. I use modern local materials for my work which makes it attractive, relevant and contemporary. My works take about 6 – 12 days to complete which makes it time consuming but affordable.



Exercise

1) What is exhibition?

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2) Mention two places where exhibition can be done.

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3) Write 2 importances of exhibition.

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4) Mention 3 artworks that you can exhibit.

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Activity 2: Performance of Compositions

(Performing art)

- Decide on the type of work to display e.g. drama, poetry, dance, singing etc.
- Prepare your statement (what to say about your works).
- Choose a suitable space to mount your exhibition
example, school field, assembly hall, classroom, nearby public auditorium, market square, etc. (discuss with your teacher for approval).
- Decide on guests to invite e.g. friends from different school, parents, celebrities, diplomats, government officials, teachers, etc. (discuss with your teacher for approval).
- Prepare the venue for the exhibition such as arranging chairs, mounting stages, cleaning, decorating, etc.
- Make provision for stage items such as, light, sounds, microphone, costumes, props, makeup, etc. (Discuss with your teacher how to acquire them).
- Plan for opening and closing ceremonies.
- Make provisions for recording the activities using a mobile audio-visual devices.

NB: Clear the venue after the exhibition.

Exercise

1) Draw the plan for the exhibition.

2) Draw the layout for the performance.

Activity 4: Reflection

- How do you rate the exhibition?
- How do you rate the performance?
- Which part of the exhibition did not go well?
- Which part of the performance did not go well?

Works of Ghanaian visual and performing artists which reflect the history and culture of Ghana.

Sub-strand 4: Appreciation and Appraisal

- Discuss the importance of appreciation and appraisal of creative arts works.
- Develop a guide for appreciation and appraising of artworks and performances.
- Appreciate and appraise artworks and performances.

Suggested TLMs

- Pictures or videos on exhibitions and performances.
- Own reports from exhibits and performances.

Appreciation is the recognition and enjoyment of the good qualities of someone or something.

Appraisal is the act of examining someone or something in order to judge their qualities, success, or needs.

Background

Artistes like it when people talk about their work. Appreciating a work of an artiste gives encouragement to the artiste. In appreciation, we talk about the things that make you like the artform. It is important for you to talk about your work and also talk about works of other artistes to encourage them.

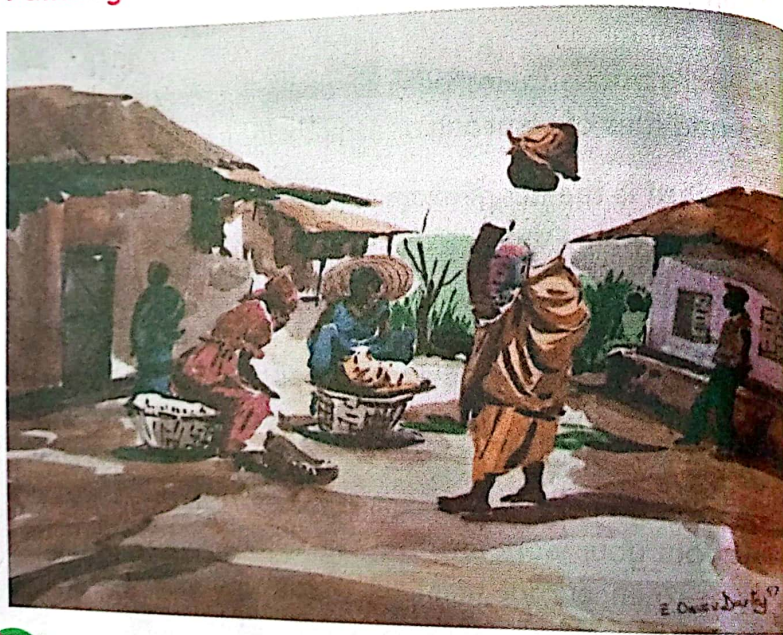
In this lesson, we shall learn to appreciate and appraise artworks.
Here are some steps to serve as guide for you to follow.

Activity 1: Appreciation and Appraisal

Identify the work

- State the type of work e.g. wood carving, poem, dance, rap, painting, etc.
- State the duration/ dimension of the work.
- Name the artist who produced or composed the art work.
- State date and location where the work was produced.

Painting of drama

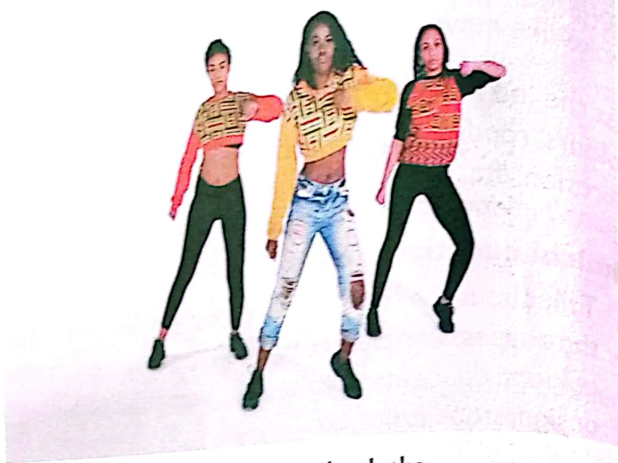


Inventory of work

- Talk about the elements/objects/components found in the work. e.g. buildings, trees, sound of birds, guitar strings, snake-like movement of hands, etc.
- List the individual components in the work e.g. lines, colours, road, acoustic sound, drum sound, whistles, claps, vibration, etc.

Technical qualities of the work

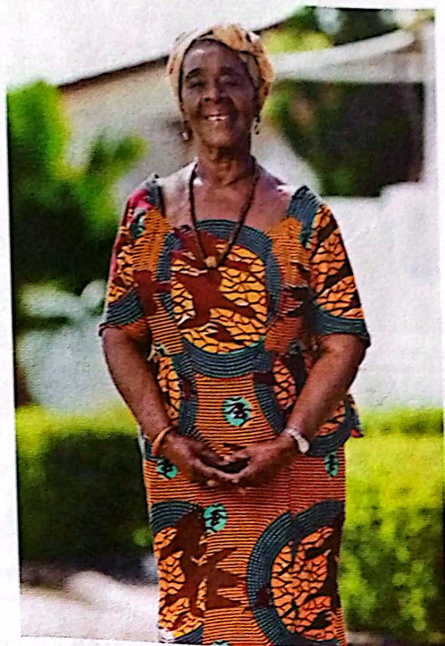
- Talk about the components or aspects of the work that appeals or pleases you e.g. the instrumentals, colours, dance steps, voice of the singer, costume design, stage props, etc.
- Describe the components found in the work e.g. the dancers wore tight red cloths, the trees are painted blue, the figure is modelled with papier-mâché, the rap has rhyming words at the end of every sentence, etc.
- Relate the characteristics of the components found in the work to the possible tools, materials, equipment or instruments used by the artistes to compose the work. e.g. the **ding ding ding** sound in the song was possibly created with a base guitar or the strokes of colours in the paintings were possibly created with palette knife, etc.



Dancers in tight cloths

Interpretations of the work

- Relate the components in the work to other things you have seen before or have experienced e.g. the blue trees reminds me of a dream I had last month, the tight red cloths of the dancers reminds me of the modern fashion of teenagers in my area etc.
- Relate the components or the whole work to the history and culture of the Ghanaian people. E.g. the costume used by the rich woman is known as **Kaba** and it was the fashion for the affluent in Gold Coast Ghana, the music is a modern version of traditional highlife tune, etc.



A Woman Dressed In Kaba

Exercise

Write an appreciation of one of the works you exhibited.

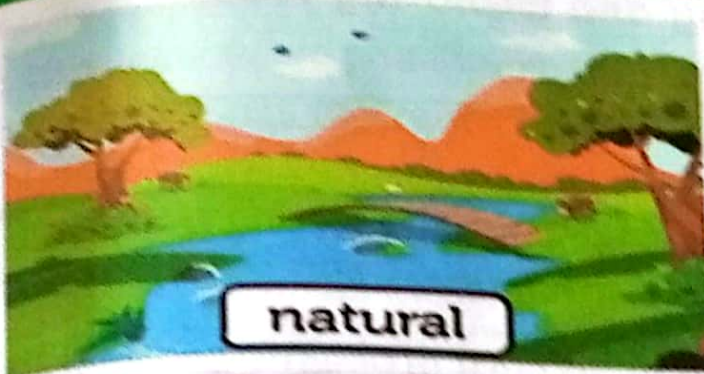
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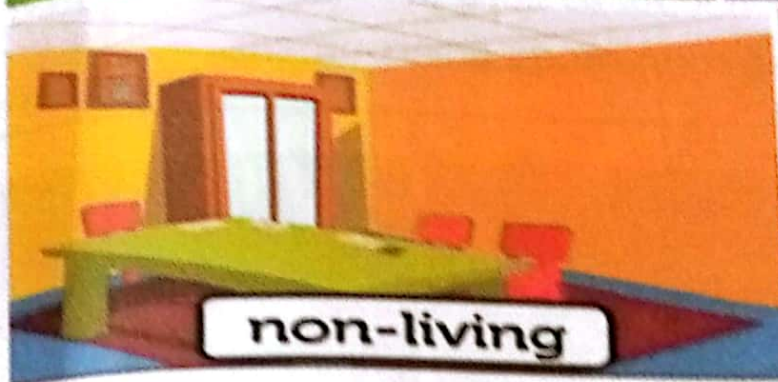
Term Two



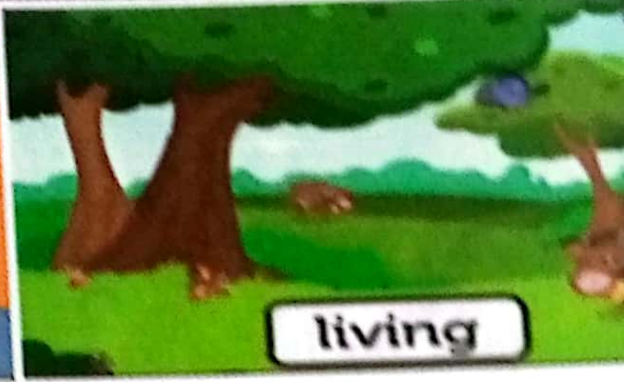
natural



man-made



non-living



living

Works of Ghanaian visual and performing artists which reflect the natural and man-made environment of Ghanaian communities.

Works of Ghanaian visual and performing artists which reflect the natural and man-made environment of Ghanaian communities.

Sub-strand 1: Thinking and Exploring Ideas

Learning Outcomes

- Explore to identify various problems affecting our natural and man-made environment.
- Generate artistic concepts to curb problems associated with our natural and man-made environment.

Starter

Kasoa, kasoa, kasoa!

Last one last one!

Who is going?

Kasoa, kasoa, kasoa!

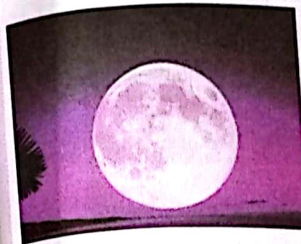


Background

Our environment is where we live. Things in the environment both natural and man-made help us to have meaningful life.

In this lesson, we shall learn about how to explore and generate ideas to create artforms that reflects our environments and its impact on society.

The natural environment is made up of the things that are gifts of nature. Examples are land, sky, moon, rocks, stars, sun, trees, human beings, animals, mountains, water bodies etc.



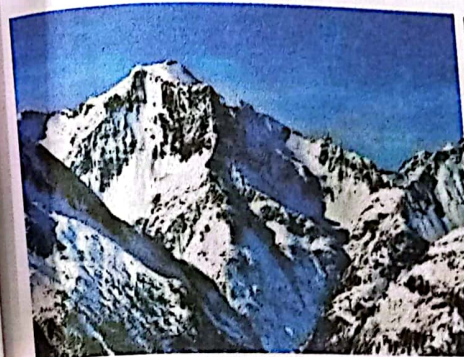
Moon



Bird



Insects



Mountain



Rocks

Artificial Environment refers to the things made by man.
Examples are: houses, cars, bridges, canoe, gutters,



Exercise

1) What is an environment?

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2) What is natural environment?

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3) What is artificial environment?

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4) Write 3 things that form part of the natural environment.

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5) Write 3 artificial things!

Activity 1: Exploring the Environment to Identify Problems

- Make a list of places within your community you would like to visit
- Take a walk around the environment within your community
- Explore the natural and man-made environments around you
- Visit places such as market centres, beaches, gardens, stadium, etc.
- As you walk around, identify some problems relating to the natural and man-made environment where you live such architectural designs, nature of parks, bus stations,

Exercise

- 1) Write down problems you identified when exploring the environment.

Tips!

- Plan the walk by informing your teacher and parents ahead.
- You may carry a note book or recording device such as video camera.
- Talk to your peers about your findings for possible solutions to manage the problems.

Activity 2: Generating Ideas for Artistic Expression

- Think about the problems you experienced when exploring your natural and man-made environments.
- Think about things you can do to improve the state of the environment to suit societal needs.
- Discuss the problems with your peers for interchange of ideas.

Here Is An Example

- Natural Environment Explored: Accra beaches
- Problem Discovered: Defecating at the beach
- Ideas Generated: Create pictorial signboards to educate the people in the area and compose a song to insight government to provide public toilets along the beaches.
- Brainstorm on Solution: Think about materials, techniques or styles to use.



Defecating at the beach



someone going to use the toilet facility

Exercise

- 1) Write the ideas you generated to solve the problems you discovered in your environment

- 2) Share your ideas with your friends for discussion

Activity 3: Reflection

- How do you feel after visiting some places in your community?
- Did you notice some good things in your environments aside the problems?
- Would you like to create artistic representations of some of the good things in your natural and man-made environment to improve domestic tourism?

Works of Ghanaian visual and performing artists which reflect the natural and man-made environment of Ghanaian communities.

**Sub-strand 2: Planning, Making and Composition
(Visual and Performing Arts)**

Learning Outcomes

- Explore styles, techniques and medium with available local tools and materials.
- Organise ideas into designs for reproduction.
- Transform designs into 2 or 3-dimensional and performing artworks that reflect the history and culture of Ghana.
- Generate a portfolio for hard and soft works for exhibition.

Suggested TLMS:

- Tools: scissors, cutters, pencils, etc.
- Materials: Poster colours, paper, old newspapers, PVA glue, etc.
- ICT tools and devices where necessary

Background

Artworks can be used to propagate positive impacts and promote social change regarding negative effects of human activities on our natural and man-made environments. Various artifacts can also be used to promote domestic

tourism when they reflect aesthetically pleasing things found in the natural and man-made environments of our communities.

In this lesson, we shall learn how to create art forms to create awareness on proper use of our natural and man-made environment and to promote domestic tourism in our communities.

Let us begin by experimenting with some tools and materials available.

Your teacher will take you through the uses and functions of some of the tools and materials.

Here are some examples

Activity 1: Experimenting with Available Tools and Materials

a. 2-Dimensional

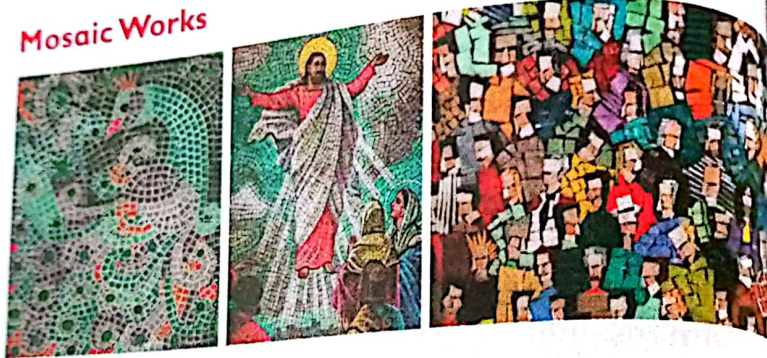
i. Mosaic Work

- Select a desirable material and tools such as old magazines and scissors.
- Cut magazine into small uniform pieces.
- Choose a suitable support such as strawboard or plywood.
- Draw the outline of image you want to create in mosaic
- Paste pieces of the magazines one after the other to create the image you want.
- Try other materials with same technique.

MOSAIC

A **mosaic** is a piece of **art** or image made from the assembling of small pieces of coloured glass, stone, or other materials. It is often used in decorative **art** or as interior decoration. Most **mosaics** are made of small, flat, roughly square, pieces of stone or glass of different colours, known as tesserae.

Mosaic Works



Tips on Mosaic Works:

- Avoid overlapping when pasting the tesserae (bits of the materials).
- Use different colours of tesserae to create tonal variations in your works.
- Try Formica glues on other materials such as fabric or beads.

Exercise

1) What is mosaic in art?

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2) Mention one material that can be used for mosaic work.

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3) Mosaic works can be used for?

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b. 3-Dimensional: Making Papier Mache Relief

Papier-mâché

Papier-mâché is a material made of paper and a binding agent.

Relief is a sculptural technique where the sculpted elements remain attached to a solid background of the same material.

Steps in Making Papier Mache Relief

- Tear waste papers or old magazines into pieces.
- Soak in water for a while to soften and pound.
- Mix mashed paper with glue.
- Paste mashed paper mixed with glue on to a different support to produce a relief work.
- Add colour for variations as desired .
- Explore different ways of modelling 3-dimensional images with mashed paper.

Pictures Of Papier Mâché Relief Works



Exercise

1) What is papier Mâché?

Four sets of dotted lines for writing.

2) What is relief?

Four sets of dotted lines for writing.

3) Mention 2 materials that can be used for papier Mâché relief?

Four sets of dotted lines for writing.

Activity 2: Making a 2-D or 3-D Visual Artform to Reflect the Natural and Man-made environment

- Use the ideas you generated during the thinking and exploration lessons.
- Make a list of desirable tools and materials to use for the art form.
- With your experience in exploring tools/materials in previous lesson, decide on which technique to use.
- Arrange the materials to form a desirable visual art form to reflect natural or man-made environment in our community. Call on your teacher to provide needed guidance when in difficulty.
- Give an appropriate finishing technique to make your work presentable e.g. framing, polishing, mounting, spraying, etc.

EXAMPLE

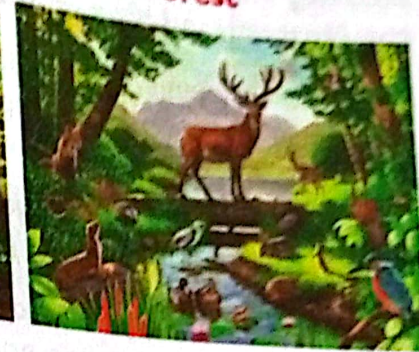
Technique: Painting

Painting is the art of creating pictures by applying colour to a surface. Or

Painting is the practice of applying *paint*, pigment, colour or other medium to a solid surface (support base).

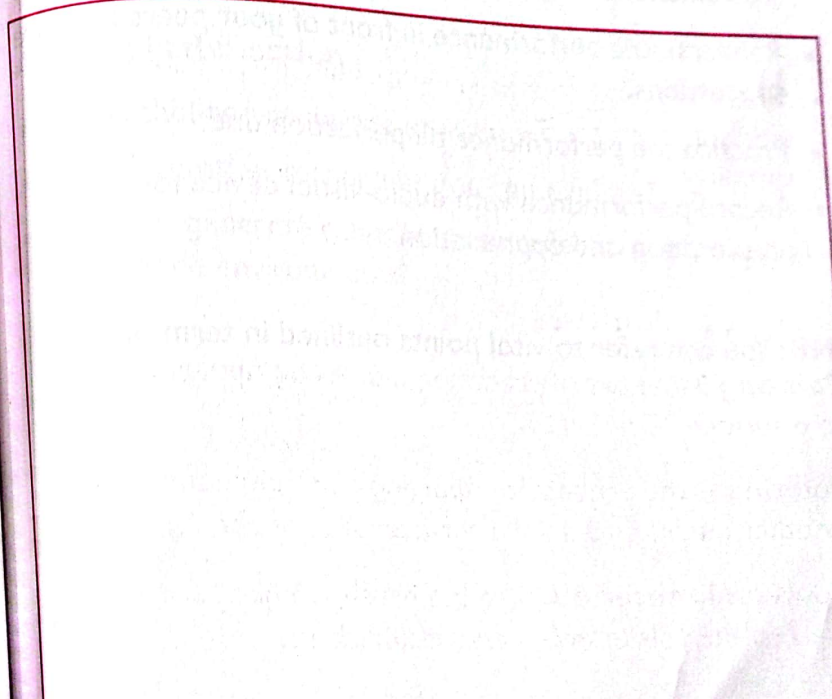
Tools and materials: painting brush, acrylic paint, wood, paper, palette, palette knife, vanish, maulstick etc.

Theme: Animals In The Forest



Exercise

Draw and colour a man fetching water from a river.



Activity 3: Making a Performing Artform to Reflect the Natural and Man-made environment

- Use the idea generated during the thinking and exploration lesson to develop a performing arts form that reflects our natural and man-made environment.
- Write the title of the work you want to produce e.g. say *no to dumping of refuse at the beaches*.
- Choose a desirable performance approach for your work e.g. singing, dancing, acting, poetry, etc.
- Compose the performance by combining different instruments or styles.
- Rehearse the performance in front of your peers to share suggestions.
- Practice the performance till perfection and
- Record performance with audio-visual device for presentation and appreciation.

NB: You can refer to vital points outlined in term one.

Exercise

- 1) Write about the performance you want to compose.

Handwriting practice lines consisting of five sets of three horizontal lines (top, middle, and bottom) with a dashed middle line, designed for writing practice.

Activity 4: Reflection

- What challenges did you encounter?
- Are there other techniques you can explore?
- Can you generate other ideas to reflect the natural and man-made environments?

Works of Ghanaian visual and performing artists which reflect the natural and man-made environment of Ghanaian communities.

Sub-strand 3: Displaying and Sharing through Exhibition and Performance

Learning Outcomes

- Plan a display of creative works: visual and performing arts for appreciation.
- Present written and verbal reports on their creative arts works
- Talk about processes, challenges and success of their works.

Suggested TLMs:

- Pictures or videos on exhibitions and performances.
- Suitable surfaces for exhibition.
- Items for holding exhibits and for decoration.
- ICT tools and devices for recordings and projections.

Background

Artistes showcase their works to the public through exhibition or performance. This makes the public appreciate the skills and talents of the artistes.

The following activities will guide you to plan and exhibit your own works. You may refer to the display and sharing through exhibition lesson in term one for more points.

Activity 1: Exhibition of Artworks

- Plan and choose the type of exhibition you will like to make.
- Select all works you want to exhibit both personal and exercises given by your teacher. E.g. painting, carving, weaving, etc.
- Prepare your statement (what to say about your works).
- Decide on whom you want to invite to your programme.
- Prepare the venue and mount the exhibits.
- Make a plan for opening and closing ceremonies.
- Clean-up exhibition room after the event.

NB: Refer to display and sharing through exhibition lesson in term one for other vital points.

Exhibition of Sculpture Works

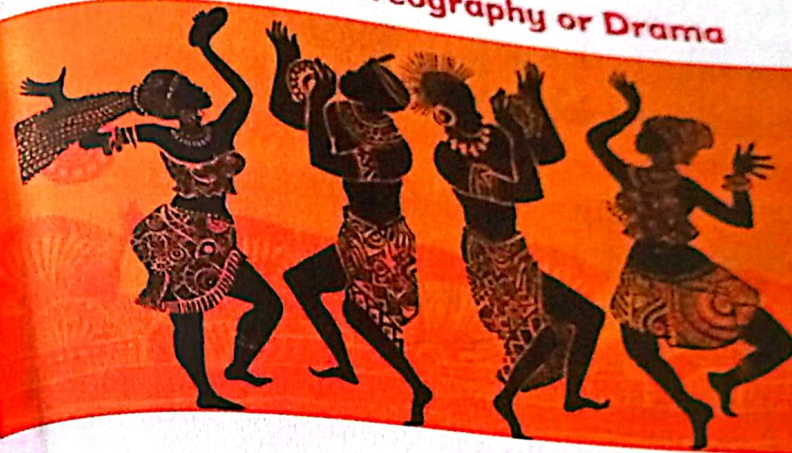


Activity 2: Performance of Compositions (Performing art)

- Decide on the type of work to display e.g. drama, poetry, dance, singing etc.
- Prepare your statement (what to say about your works).
- Choose a suitable space to mount your exhibition
example, school field, assembly hall, classroom, nearby public auditorium, market square, etc. (discuss with your teacher for approval)
- Prepare the venue for the exhibition such as arranging chairs, mounting stages, cleaning, decorating, etc.
- Make provision for stage items such as, light, sounds, microphone, costumes, props, makeup, etc.
(Discuss with your teacher how to acquire them).
- Plan for opening and closing ceremonies.
- Make provisions for recording the activities using a mobile audio-visual devices.

NB: Clear the venue after the exhibition.

Exhibition of Choreography or Drama



Exercise

- 1) Draw the plan for the exhibition.
- 2) Draw the layout for the performance.
- 3) Write a report on the exhibition for class discussion.

Activity 3: Reflection

- How do you rate the exhibition?
- Are there other things you wish to change in your next exhibition and why?

Works of Ghanaian visual and performing artists which reflect the natural and man-made environment of Ghanaian communities.

Sub-strand 4: Appreciation and Appraisal

Learning Outcomes

- Develop a positive attitude for appreciation and appraising of artworks and performances.
- Appreciate own works and that of other artistes and peers.

Suggested TLMs

- Pictures or videos on exhibitions and performances.
- Own reports from exhibits and performances.

Background

Artistes like it when people talk about their work. Appreciating a work of an artiste gives encouragement to the artiste. It is important for you to talk about your work and also talk about works of other artistes to encourage them.

In this lesson, we shall learn to appreciate and appraise artworks.

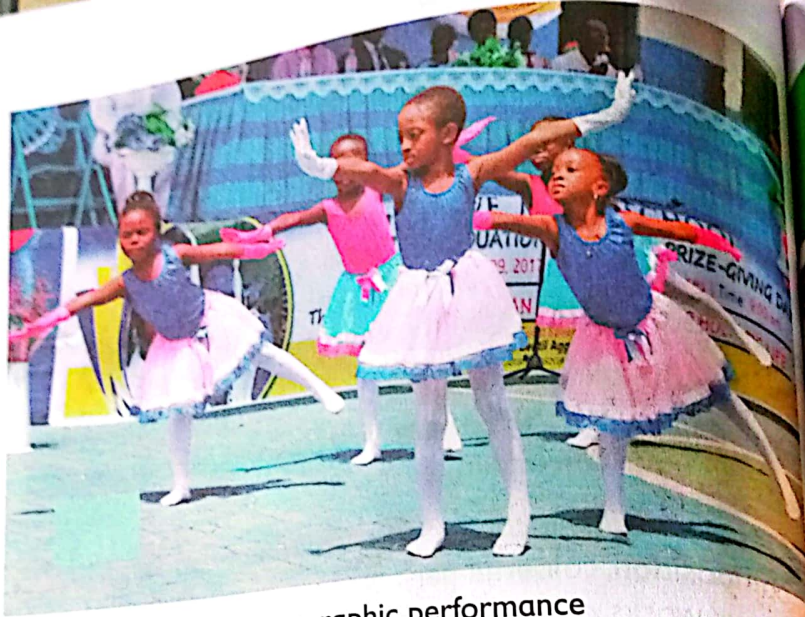
Here are some steps to serve as guide for you to follow.

Activity 1: Appreciation and Appraisal

- Take a critical look at the art form
- Identify the various components in the work such as elements, colours, etc.
- Describe the work as it appears e.g. state the colours or movement of the performer and relate them to other objects or creatures in the environment.
- Relate the things found in the work to your experiences and exposure to the natural and man-made environment within your community.
- Use encouraging comments such as interesting composition, colourful performance, etc. when talking about works of the artistes or your own works.
- Refer to appreciation and appraisal lesson in term one for more tips.

Activity 2:

- Talk to your colleagues about why you like their artworks or performances
- Say the things that make the work interesting and artistically pleasing.
- Talk about things in the work that reflects the natural or man-made environment in your community.



Choreographic performance

Exercise

- 1) Write an appreciation of one of the works you exhibited.
- 2) Write an appreciation on a performance of your favourite artiste.

Activity 3: Reflection

- What did you enjoy about the lesson?
- Did you find it difficult to say things you like about the work?
- Did you learn any new thing?
- If yes, share with your friends.

Term Three



Works of Ghanaian visual and performing artists which reflect topical issues that are of national concern to the people of Ghana.

Works of Ghanaian visual and performing artists which reflect topical issues that are of national concern to the people of Ghana.

Sub-strand 1: Thinking and Exploring Ideas

Learning Outcomes

- Identify and analyse some trending topical issues in Ghana.
- Write about some topical issues affecting the people in Ghanaian communities.
- Generate ideas to create personal artworks based on topical issues affecting the people in Ghana.

Background

As a human society, we face a lot of challenges daily. Some of the challenges include flood, food shortage, conflicts, child trafficking, rape, poverty, hunger and disease pandemic.

In this lesson, we shall identify some of these issues in our communities and learn how to address them through art forms.

Activity 1: Identifying Emerging issues that Affect People in the Local Community

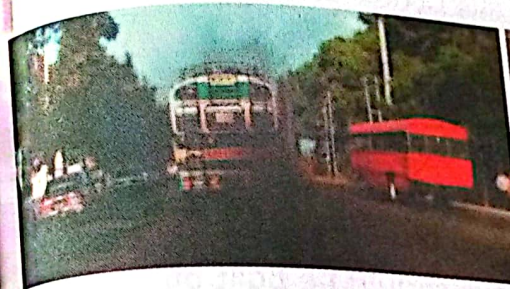
- Look at the pictures on page 91 and share what you see with your friends.

- Do you see something similar in your community as it appears in the picture?
- Now tune in to a radio or TV channel.
- As you watch and listen, identify some major issues affecting your community.
- Discuss the issues with your friends.

Air Pollution

Air pollution is when the air that we breathe is made impure through human activities.

Let us look at the pictures below to see some examples of air pollution.



Smoke from Car Exhaust Pipes



Dust from Mining Companies



Smoke from Industries



Smoke from Burning car Ti

Human Activities That Cause Air Pollution

1. Burning of refuse or garbage.
2. Indiscriminate smoking of Wee and cigarette.
3. Fumes from vehicle exhaust Pipes.
4. Odour from rotten animals.
5. Gases and smokes from factories or industries.

Dangers of Air Pollution

1. It causes respiratory disease like asthma, cancer and pneumonia.
2. It makes visibility difficult.
3. Smoke of all types destroy the ozone layer.
4. It causes difficulty in breathing.

Solution to Air Pollution

1. Proper burying of dead animals.
2. Proper settlement of industries.
3. Education on how to control bush fires.
4. Higher and proper chimneys should be built by industries.

Flooding



Causes:

1. Heavy rainfall.
2. Choked gutters.
3. Building on water ways or along river banks.
4. Lack of proper drainage system.
5. Broken dams
6. Low lying lands etc.

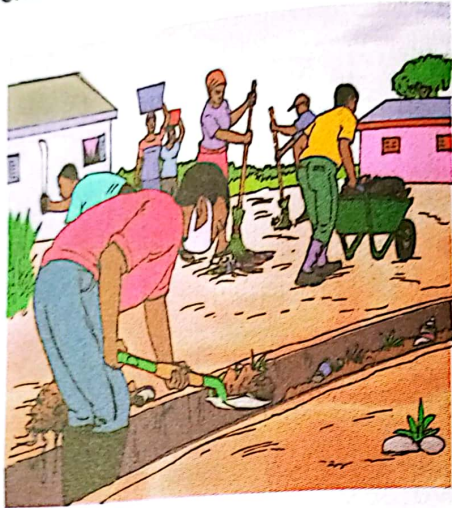
Effects:

1. People get drawn.
2. Buildings are destroyed.
3. People become homeless.

4. Tarmacked roads are destroyed with severe potholes.
5. People's properties are destroyed. e.g. cars, fridges etc.

Solution To Flooding In Our Community

1. There should be enough drainage systems.
2. We must avoid throwing rubbish into gutters.
3. We must avoid building houses on water ways.
4. We must clean choked gutters.



Exercise

Write the list of the issues affecting the people in your community currently

Activity 2: Generating Ideas to Express Topical Issues

- Discuss the issues you identified with your friends for suggestions on how the issues can be solved through

artistic expressions,

Generate ideas from the discussions for artistic expressions.

Here are some tips to help you generate your own ideas for artistic expression

- Think about the cause of the issue e.g. children selling on the streets may be as a result of broken homes.
- Make a research to confirm the cause.
- Think of an appropriate artistic means to express the issue e.g. music, poster, dance etc.
- Make a list of tools, props, materials, instruments, etc. you will need for the artistic expression.
- Write down your ideas for action.

Exercise

- 1) Write the ideas you generated for artistic expression

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Activity: Reflection

- How do you feel after learning about these issues affecting people in our communities?
- Would you like to create an art form to help address these issues?

Works of Ghanaian visual and performing artists which reflect topical issues that are of national concern to the people of Ghana.

Sub-strand 2: Planning, Making and Composition

Learning Outcomes

- Explore styles, techniques and medium with available local tools and materials.
- Organise ideas into designs for reproduction.
- Transform designs into 2 or 3-dimensional and performing artworks that reflect the history and culture of Ghana.
- Generate a portfolio for hard and soft works for exhibition.

Suggested TLMS:

- Tools: scissors, cutters, pencils,
- Materials: poster colours, paper, etc.
- ICT tools and devices

Background

Artworks have the ability to educate and inform the public about social issues affecting us in our communities. Issues such as disease outbreaks, natural disasters, child trafficking, armed robbery etc. can be brought to the

Design is a process of creating a plan or concept for something that is to be made. It is a creative process that involves thinking and planning. Design is a process of creating a plan or concept for something that is to be made. It is a creative process that involves thinking and planning. Design is a process of creating a plan or concept for something that is to be made. It is a creative process that involves thinking and planning.

Activity 1 Experimenting with available tools and materials

2-Dimensional

Lettering and Colour Work

- Select a suitable material such as cardboard.
- With the aid of desirable tools such as pencil, ruler and compasses, construct your words.
- Coat the background of the cardboard with a tool of your choice. You may explore foam, cotton or brush.
- Paint your letters using a suitable brush.
- Try different materials for varied results.

Lettering

Lettering is an act of writing and printing alphabetic symbols into words.

Materials:

Typeset, Pencil, Ruler, Scissor, Adhesive, glue, thread etc.

Process of Lettering

A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z

Tips on Lettering

- Select desirable tools for exploration.
- Control the movement of your tool and make sure your drawing is within the paper space.
- If using water-based colours do not mix with too much water to avoid making your paper wet.
- Wear your lab-coat or working clothes to avoid spilling colours in your dress.
- Call your teacher for help when in difficulty.

Making Posters To Educate People On Topical Issues

There are people who do not know about the problems and their causes that people in other parts of the world are experiencing.

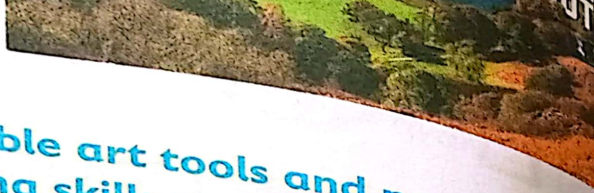

How will you help them to know, prevent and solve these problems? Let us look out for visual art methods in solving these issues.

As an artist, we can use our tools, materials, methods and skills to create art works to reflect the major topical issues in the community.

We can use methods such as drawing, painting, lettering etc. We shall use free hand lettering to create awareness about some issues.

Learn how to write letters freely before you create your final work.

A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z



Experiment with available art tools and materials and explore the following skills and techniques to make functional 2-D and 3-D artworks

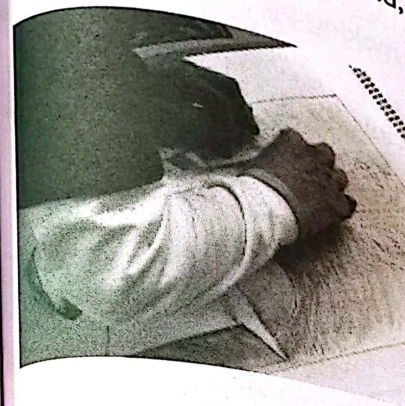
PATTERN MAKING

Pattern making is the art of repeating motifs or shapes on a surface. This can be done by drawing and shading, painting and all kinds of printing methods. Now let us look at pattern making with frottage printing method.

Rubbing print or frottage printing

Frottage is done by placing paper on any textured surface of object and rubbing the back with pencil, crayon, charcoal, colour pencil etc. the rubbing can also be done by colouring the surface of a smooth stone before rubbing

Tools needed are: Coins, piece of wood, bark of trees, rock surfaces, and smooth textured objects. **Materials needed** are: Card board, sketch pad, paper, colours, pencil, crayon etc. Frottage is also known as paper.



Method of Making Rubbing Print

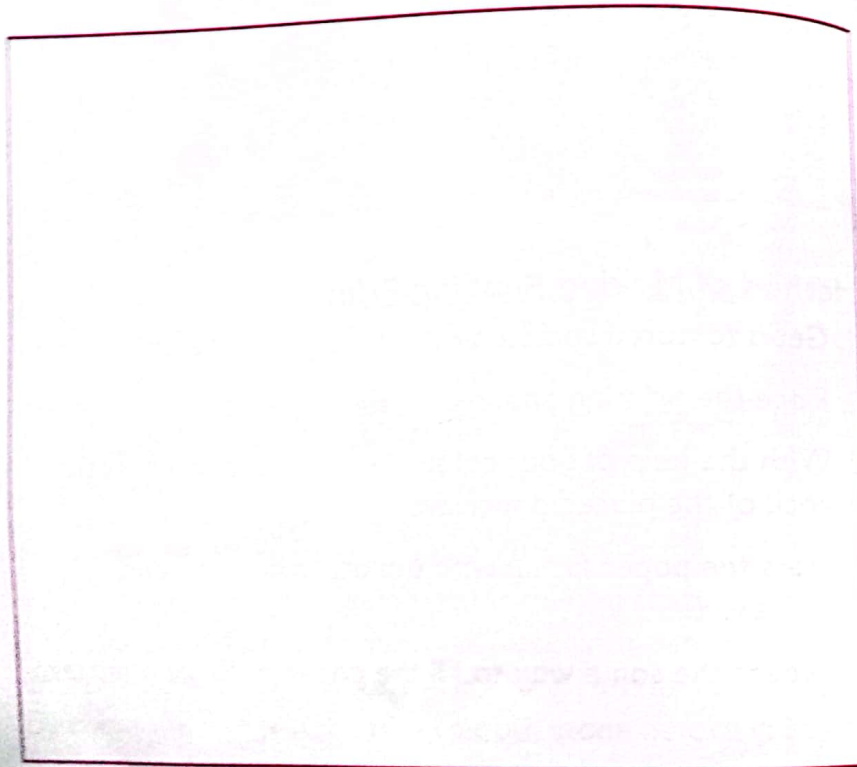
1. Get a textured surface like, coin, key, wood etc.
2. Place the printing paper onto the object.
3. With the help of your colour pencil or crayon, rub the back of the placed paper evenly.
4. Press the paper firmly with the other hand to ensure stiffness.
5. Repeat the same way to fill the paper to form a pattern.

Activity: Lead pupils to make pattern work using frottage techniques.

Exercise

- 1) What is pattern making?
- 2) Mention three tools used for making pattern.
- 3) What is frottage printing?
- 4) Give three examples of materials for making pattern.

MY DESIGN



Exercise

Make lettering on the following activities:

1. SAY NO TO DRUGS,
2. DUMPING OF REFUSE AND DEFECATING IN WATER BODIES AND OPEN DRAINAGES
3. PROTECT OUR WATER BODIES
4. SMOKING KILLS
5. OVERSPEEDING KILLS

3. Dimensional

i. Modelling:

- Pick a ball clay
- Mix clay with water to make it plastic.
- Hip clay on a bat (wooden board)
- Model clay into a desirable form
- Allow clay to leather hard and cut it open
- Scoop excess clay and join parts back
- Repeat the process to get many forms
- Try other materials such as plasticine, mashed paper (papeir mâché) or cement if available.

Modelling

Modelling is the process of adding clay bit by bit to form an object.

Things that can be made by modelling include pot, cups, statue, earthenware, bowls and plates etc.

Material used for modelling is clay,

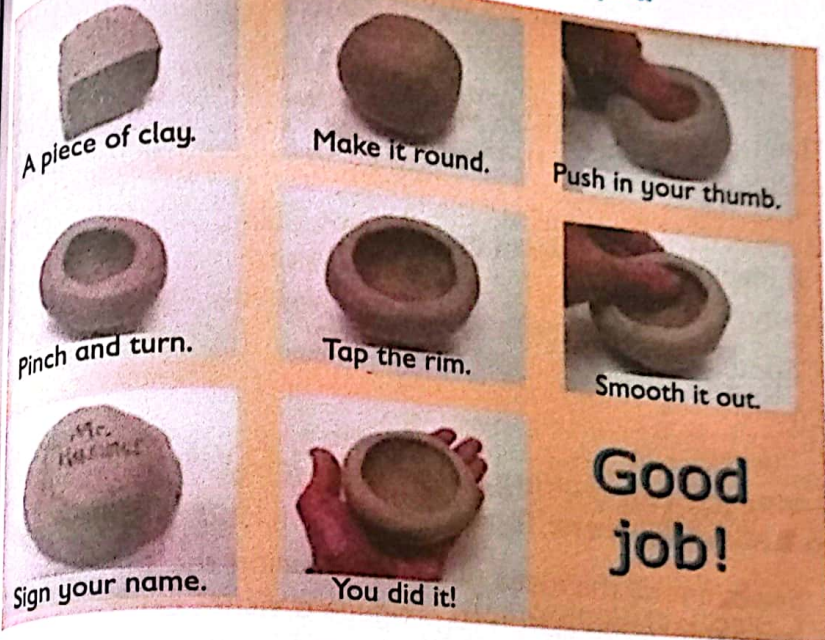
Modelling tools

1. Spatulas
2. Knives
3. Bucket
4. Hoe etc.

Modeling A Pot By Pinching

1. Collect wet clay from the natural environment.
2. Make the clay round.
3. Push in your thumb.
4. Pinch and turn and tip the rim or edge.
5. Make it smooth and write your name.
6. Show to friends for appreciation and appraisal.

Modelling clay into a pinch pot.



Exercise

- 1) What is modelling?

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2) Mention two tools used for modelling.

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3) Mention one material used for modelling.

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Activity 2 (a): Making a 2-D and 3-D Visual Artform to Reflect Current Topical Issues

- Select one of the ideas generated during the thinking and exploration lesson to produce a visual art form that reflects current topical issues in your community.
- Write the title of the work you want to produce e.g. *children selling on the streets of Accra*.
- Make a list of tools and materials to use for the work e.g. clay, painting brushes, scissors, paper, etc.
- Choose a desirable technique for your work e.g. painting, carving, casting, modelling, assemblage, etc.
- Arrange the materials to form a desirable visual art form to reflect Ghanaian history and culture. Call on your teacher to provide needed guidance when in difficulty.

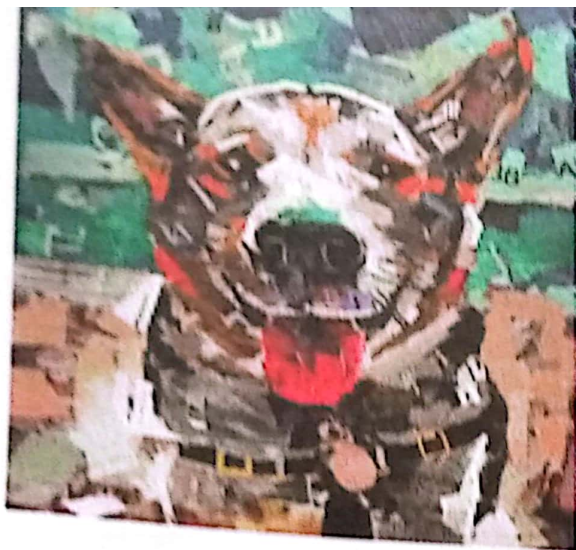
- Give an appropriate finishing technique to make your work presentable e.g. framing, polishing, mounting, etc.

Take a look at this example;

- Topical Issue: Economic hardship in Ghana
- Title of work; Children selling on the streets of Accra
- Technique: Collage
- Tools and materials needed: strawboard, pencil, pieces of fabrics, glue, old newspapers, threads, scissors, etc.

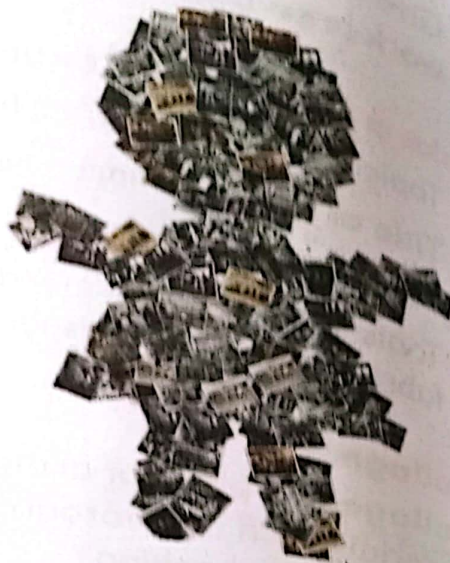
Collage

Collage is a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.

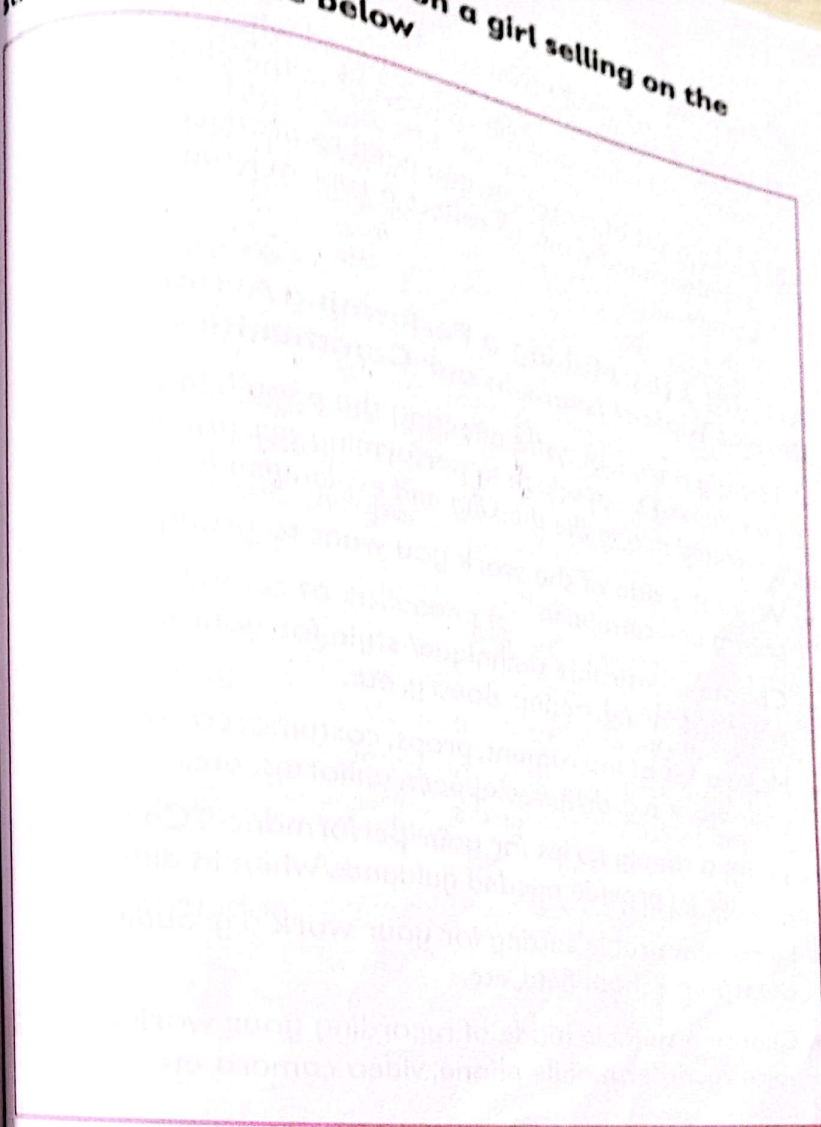


Steps in Collage Work

1. Select a theme e.g. a dog.
2. Choose format (landscape or portrait).
3. Gather all the tools and materials.
4. Trace your drawing onto the support.
5. Cut and paste the materials onto the support to fill the drawings.
6. Paint where necessary.



Activity: Make a collage on a girl selling on the street in the space below



Exercise

- 1) Write 6 challenges you encountered when producing your work and what you did to overcome the challenges.
- 2) Make a list of materials you need to produce a 3-dimensional work to reflect a topical issue in your community.

Activity 3 (b): Making a Performing Artform to Reflect Topical issues in our Communities

- Identify a topical issue affecting the people in your community to produce in performing art (use the idea generated during the thinking and exploration lesson)
- Write the title of the work you want to produce e.g. *bribery and corruption*.
- Choose a desirable technique/ style for your work e.g. singing, dancing, acting, poetry, etc.
- Make a list of instrument, props, costume, etc. to use for your work e.g. drums, clappers, uniforms, etc.
- Write a simple script for your performance. Call on your teacher to provide needed guidance when in difficulty.
- Select a desirable setting for your work e.g. auditorium, classroom, school field, etc.
- Choose a suitable mode of recording your work e.g. using voice recorder, mobile phone, video camera etc.

Follow the example below;

Sample topical issue composed to be performed as Rap Music

- **Title:** Bribery and Corruption
- **Performing Style:** Rap Music
- **Costume:** Official for background actors and casual for Artiste (performer)

Song about bribe

Lyrics

Yeah yeah yeah
Day to day we suffer, we holla
As we make the money,
The big man is the chopper
They look gentle
But when it comes to collecting it
They show no mercy
Oh what a pity
You have no dignity
Change your ways for sons are watching
Your daughters are watching
Because we need a future
Free of corruption



Exercise

- 1) Write a script on the ideas you generated to be staged as performing art.

Activity 4: Record the compositions for future performances.

- Discuss how to record the compositions.
- Record and store your performances.

Activity 5: Reflection

- Which of the activities in the lesson did you enjoy?
- Which of the activities in the lesson did you find difficult?
- What do you want to do with your compositions?

Works of Ghanaian visual and performing artists which reflect topical issues that are of national concern to the people of Ghana.

Sub-strand 3: Displaying and Sharing through Exhibition and Performance

Learning Outcomes

- Plan a display of creative works: visual and performing arts for appreciation.
- Present written and verbal reports on their creative arts works.
- Talk about processes, challenges and success of their works.

Suggested TLRs:

- Pictures or videos on exhibitions and performances.
- Suitable surfaces for exhibition.
- Items for holding exhibits and for decoration.
- ICT tools and devices for recordings and projections.

Background

When artistes produce works of art, they showcase it to the general public. This enables the public to become aware of the potentials of the artiste.

Here are few things to consider. You may refer to displaying and sharing through exhibition lesson in term one for some vital points.

Activity 1: Displaying your works through exhibition or performance

- Select works you want to display.
- Make a list of people you wish to invite and send invitation to them.
- If it is a performance, make sure you have much time to rehearse it well.
- Choose a suitable venue for your exhibition or performance.
- Arrange with your teacher and friends to set up the venue e.g. cleaning.
- Make provision for opening and closing ceremony.
- Tidy-up the venue after the exhibition or performance.

Exercise

- 1) Draw the plan for the exhibition.
- 2) Draw the layout for the performance.

Activity 4: Reflection

- How do you rate the exhibition?
- How do you rate the performance?
- Which part of the exhibition did not go well?
- Which part of the performance did not go well?

Works of Ghanaian visual and performing artists which reflect topical issues that are of national concern to the people of Ghana.

Sub-strand 4: Appreciation and Appraisal

Learning Outcomes

- Develop a positive attitude for appreciation and appraising of artworks and performances.

Suggested TLMs

- Pictures or videos on exhibitions and performances.
- Own reports from exhibits and performances.

Background

Artists like it when people talk about their work. Appreciating a work of an artiste gives encouragement to the artiste. It is important for you to talk about your work and also talk about works of other artistes to encourage them.

In this lesson, we shall learn to appreciate and appraise artworks.

Here are some steps to serve as guide for you to follow.

Activity 1: Appreciation and Appraisal

- Take a critical look at the work of art
- Identify the various components in the work such as elements, colours.
- Describe the work as it appears.
- Relate the things to find in the work with your experiences.
- Refer to appreciation and appraisal lesson in term one for more tips.

Activity 2:

- Talk to your colleagues about why you like their artworks or performances.
- Say the things that make the work interesting.

Exercise

- 1) Write an appreciation of one of the works you exhibited.
- 2) Write an appreciation on a performance of your favourite artiste.

Activity 2: Reflection

- What did you enjoy about the lesson?
- Did you find it difficult to say things you like about the work?
- Did you learn any new thing?
- If yes, share it with your friends.



Work of art for appreciation and appraisal

Appendices

Presentation Strategies: Learners can share ideas using strategies such as the "Radio reporter", "talking point", "talking tokens" etc.

Radio presenter: The group member who does the presentation plays the role of a radio reporter who is giving out information on behalf of a radio station (group).

Talking point: The teacher plays the role of a host for the presenters (group leaders) who form a panel. The teacher asks questions and each is given an opportunity to respond.

Talking-Token: The teacher gives tokens eg. same number of bottle tops to each group. When a question is asked, any group that answers correctly gives back to the teacher one of the tokens. The first group which is able to give out all the tokens wins the activity.

Glossary

Abstract:

It is an artwork in which the artist changes the way something looks so that it does not look like the real object it represents. An idea or concept which does not look like the original. Standards applied in making judgment about the merit of an artwork.

Aesthetic:

Appliqué:

Artefact:

Artwork:

An artwork or design made by cutting pieces of one material and fixing them to the surface of another.

An object made or used by human beings, especially during a specific period of the past.

The outcome/product or result of using a creative process to design and make objects for aesthetic purposes and to communicate ideas through visual language. Any of the art forms, such as drawing, painting, sculpture, or other artistic productions.

Artist:

Assemblage:

Balance:

A person who designs and makes artworks.

A three-dimensional composition made by combining (assembling) a variety of objects, often found objects.

A state of equilibrium referring to the balance of weight or the arrangement

Batik:

of elements in a design. Designs may be balanced on both sides from the centre (symmetrical) or balanced off the centre (asymmetrical).

It is a technique of decorating fabric using a wax-resist dyeing method. Batik is made either by drawing or stamping the motifs using wax.

Bead making:

It is a form of art whereby glass or clay is fired with a hole in it to make Beautiful jewellery. It is also the art of arranging beads into different designs to form necklaces, bracelets, crowns, rings, earrings, anklets and so on.

Bisque:

An unglazed pottery ware that has been fired at a low temperature to make handling easier.

Calligraphy:

Beautiful handwriting made with a quill, reed pen or brush.

Carving:

A sculpting technique, in which the sculptor cuts, chips or whittles away part of a solid mass of material e.g. wood, clay or stone, to create a sculpture. Carving is also referred to as a subtractive process.

Casting:

A sculpting technique in which liquid substance (metal or clay) is poured into a mould and allowed to harden.

Ceramics/pottery: Artworks made out of clay and then 'fired' to make them permanent.

Ceremonial art: Art made to honour a person or event.

Clay:

Sticky earth that is used in pottery and ceramics. It is wet, and it hardens after drying or heating.

Coiling:

A method of forming pottery from rolls of clay.

Collage:

Artwork made by attaching pieces of paper or other material to a flat surface.

Colour:

The hue, tint and shade of pigment. Colour has three properties: hue, value, and intensity.

Colour wheel:

A circle diagram that shows how colours are related.

Complementary colours:

These are colours opposite one another on the colour wheel (e.g. red and green, blue and orange, yellow and violet)

Composition:

The arrangement or organisation of elements in a work of art.

Contour drawings:

The drawing of an object as though the drawing tool is moving along all the edges and ridges of the form.

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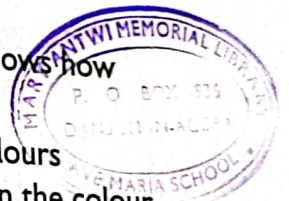
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Composition:

The arrangement or organisation of elements in a work of art.

Contour drawings:

The drawing of an object as though the drawing tool is moving along all the edges and ridges of the form.



Construction techniques: Different ways of putting materials together (e.g. stapling, cutting, gluing, taping).

Contrast: The difference between two or more elements in a design or the degree of difference between the lightest and darkest parts of a picture.

Cool colours: Colours suggesting coolness, e.g. blue, green, and violet. They remind us of cool things like water or the forest. Artists use them to create moods.

Design: The plan, conception, or organization of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole.

Distortion: Condition of being twisted or bent out of shape. In art, distortion is often used as an expressive technique.

Dominance: The importance of the emphasis of one aspect in relation to all other aspects of a design.

Drawing: A two-dimensional artwork made with a pencil or crayon.

Drawing techniques: Different ways of drawing, such as hatching, stippling, contour,

Blending / rendering / shading techniques:

Hatching: drawing repeating parallel lines to create a texture or value

Cross hatching: drawing repeating crossing lines to create a texture or value

Contour: drawing the outlines of a shape or form

Blending: smudging to create a texture or value

Shading: creating various gradations of value,

Elements of art: Sensory components used to create works of art: line, colour, shape / form, texture, value, space.

Emphasis: Special stress given to an element to make it stand out. Emphasis is what we notice first in an artwork.

Engraving: The method of cutting or incising a design into a material, usually metal, with a sharp tool.

Expressive art: Ideas that express moods. Art created to show feeling or emotion.

Figurative: Pertaining to representation of form or figure in art.

Foreground: Part of a two-dimensional artwork that appears to be nearer the viewer or in the front. Middle ground and background are the parts of the picture that appear to be farther and farthest away.

Focal point: The place in a work of art on which attention becomes centred because of an element that has been emphasised in a way.

Form:

A three-dimensional volume or the illusion of three dimensions (related to shape, which is two-dimensional); the particular characteristics of the visual elements of a work of art (as distinguished from its subject matter or content).

Frottage:

Designs and textural effects that are created by placing paper over objects that have raised textured surfaces and rubbing the paper with pencil or crayon.

Function:

The purpose and use of a work of art.

Functional art: The art that is made to be used or serve a purpose.

Gallery:

A place for displaying or selling artworks.

Genre:

The representation of people, subjects, and scenes from everyday life.

Gesture drawing: The drawing of lines quickly and loosely to show movement in a subject.

Glaze:

In ceramics, it is the thin, glossy coating fired onto pottery. In painting, it is a thin layer of transparent paint.

Green ware:

Bone-dry, unfired pottery.

Hand-building: Making clay forms by a non-mechanical process, such as pinching, coiling, and slab building.

the clay is not totally dry. Joining slabs, carving, or burnishing is done at this stage.

Line:

A point moving in space. Line can vary in width, length, curvature, colour, or direction.

Loom:

A frame or machine for weaving fabrics.

Marquette:

A small model (as of a sculpture or a building).

Mass:

The outside size and bulk of a form, such as a building or a sculpture; the visual weight of an object.

Media:

Plural of Medium, it refers to materials used to make art; categories of art (e.g., painting, sculpture, film).

Medium:

A material used to produce art; for example, paint, clay, fibre. The plural of medium is Media.

Middle ground: Area of a two-dimensional work of art between the foreground and background.

Mixed media: A work of art for which more than one type of art material is used to create the finished piece.

Modelling:

A sculptural technique of manipulating a soft material to create a three-dimensional form.

Neutral colours: The colours black, white, grey, and variations of brown. They are included in the colour family called Earth colours.

Non-objective: Having no recognisable object as an image. Also called nonrepresentational.

Observational: Skills learned while observing first-hand, the object, figure, or place. They are required for achieving good drawings.

Pattern: Anything repeated in a predictable combination. A line, shape, or colour repeated again and again.

Performance art: A type of art in which events are planned and enacted before an audience for aesthetic reasons.

Perspective: A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.

Point of view: The angle from which the viewer sees the objects or scene.

Portfolio: A systematic, organized collection of a student's works.

Portrait: A work of art that shows a specific person or group of people.

Positive (space): The actual Shape or space that an image occupies in a design or

composition.

Primary colours: Refers to the colours red, yellow, and blue. From these all other colours are created. They are colours that cannot be made from other colours.

Printmaking: The transferring of an inked image from one surface (from the plate or block) to another (usually paper).

Principles of design: The organisation of works of art. They involve the ways in which the elements of art are arranged (balance, contrast, dominance, emphasis, movement, repetition, rhythm, variety, unity).

Proportion: The size or amount of one thing compared to that of another thing.

Realistic art: Artworks that show things the way they really look.

Reflection: Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.

Relief: A type of sculpture in which forms project from a flat background; areas of relief may be concave or convex:

Bas-relief – a low relief.

High relief – a sculptural relief that stands out or protrudes from the background.

Additive relief – a type of relief in which elements are added and protrude from a surface.

Subtractive relief / intaglio – a type of relief in which elements are carved.

etched or inscribed into a surface.

Resist:

An art process using two or more materials that do not mix, such as, crayon and watercolour or wax and dye.

Rhythm:

Intentional, regular repetition of lines of shapes to achieve a specific repetitive effect or pattern.

Rubric:

A guide for judgement or scoring; a description of expectations.

Scale:

Relative size, proportion used to determine measurements or dimensions within a design or work of art.

Scoring:

In pottery/ceramics, scratching the surfaces of both pieces of clay before joining them together; in paperwork, the incising of the surface to enable precise folding.

Screen printing: A printmaking technique in which a screen is used as the printing block or plate.

Sculpture:

A three-dimensional work of art either in the round (to be viewed from

all sides) or in *bas relief* (low relief in which figures protrude slightly from the background).

Secondary colours: Colours that are a mixture of two primary colours. Red and yellow make orange, yellow and blue make green, and blue and red make violet.

Colour with black added to it.

A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.

Outline drawing of a shape filled in with a solid colour.

A drawing without much detail, usually completed in a short time.

A hand-building method with clay using flat rolled out sheets of clay.

Liquid or fluid clay used in joining clay pieces and also for surface decoration.

Merging colours applied to a surface with a graphite pencil, brush, crayon, coloured pencil or other medium; sometimes called feathering or blending.

Soft sculpture: Sculpture made with fabric and stuffed with soft material.

Solvent:

The liquid that controls the thickness or the thinness of paint.
The emptiness or area between, around, above, below, or contained within objects.

Space:

and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them.

Still life:

Arrangement or work of art showing a collection of inanimate objects.

Structure:

The way in which parts are arranged or put together to form a whole.

Style:

A set of characteristics of the art of a culture, a period, or school of art. It is the characteristic expression of an individual artist.

Subtractive:

Refers to sculpting method produced by removing or taking away from the original material (the opposite of additive).

Symbol:

An image that represents something else.

Texture:

The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.

Theme:

An idea based on a particular subject.

Three-dimensional: Having height, width, and depth.

Also referred to as 3-D.

Tint:

A colour mixed with white to make it lighter.

Tone:

Colour shaded or darkened with grey (black plus white).

Two-dimensional: Having height and width but not depth. Also referred to as 2-D.

Unity:

Total visual effect in a composition achieved by the careful blending of the elements of art according to the principles of design.

Value:

Lightness or darkness of a hue or neutral colour. A value scale shows the range of values from black to white.

Variety:

A principle of art concerned with combining one or more elements of art in different ways to create interest.

Virtual:

An image produced by the imagination and not existing in reality.

Visual arts:

The study of and creation of symbolic and/or realistic creative expressions using visual imagery to communicate personal, cultural, historical and/or universal thoughts, ideas, feelings and beliefs to satisfy the human need. They include drawing, painting, pottery, calabash arts, leatherworks, beadmaking, photography, sculpture, weaving, architecture, etc. that can

etc., characteristic of a particular period, place, person, or movement.

Technique: a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.

Rhymes: a short poem in which the sound of the word or syllable at the end of each line corresponds with that at the end of another.

Script: the written text of a play, film, or broadcast.

Energy: the strength and vitality required for sustained physical or mental activity.

Dynamics: the varying levels of volume of sound in different parts of a musical performance.

Gesture: a movement of part of the body, especially a hand or the head, to express an idea or meaning.

Some Tools And Materials For Visual Arts:

Dry Media / materials for making marks (scribbling): Pencils, colour pencils, crayons, charcoal, chalk, chalk pastels, oil pastels etc.

Wet materials for making marks (scribbling):
Ballpoint pens, felt pens, markers, ink, india ink, colourants and paints: acrylic, water colour, Tempera, poster, dyes etc.

Tools used to apply wet and dry media / materials:

Pens / brushes, stamps / tortillons, rollers, airbrush, palette knife, other found objects.

Cutting tools:

Scissors, cutters, blade

Craft tools:

Embossment tools, EVA punches, Design / symbol cutting machines, hammer /mallet, perforating / drilling tools, craft punches, carving tools, etc.

Sewing tools: Embroidery tools, knitting tools, scissors, needle, bodkin, etc.

Measuring tools: Tape measure, ruler etc.

Modelling tools: Spatulas, scooping tools, kidney

Tools and Equipment for working with wet and dry materials: Easel, Drawing board, T-square, palette, etc.

Materials used as surfaces on which marks are made:

Paper (Cartridge, embossed, manila, art paper, bond etc), glass, fabric, leather, plastic, metal, wood, wall, human body, etc.

Materials for modelling, carving and casting: Clay, plaster of Paris (POP), plasticine, metals, wood, glass, fabrics, leather, sand, paper etc.

Adhesives:

polyvinyl acetate (PVA) glue (white glue, bond), cassava starch, Gum Arabic, epoxy, etc.

Digital literacy in visual art: Use of computers (graphic design software) cameras, smart mobile phones, etc.

Assorted materials: Odds and Ends (any material including discarded items found in the environment), fibres, fabrics, foam, Styrofoam, bamboo, packages, calendars, magazines, metal and plastic containers, yarns, cords, etc.

b) Performing Arts

Elements of music:

Rhythm: long and short notes combine to make rhythm.

Duration: how long or short a sound (or silence) lasts.

Diction: the articulation of speech regarded from the point of view of its intelligibility to the audience.

Dynamics: varying loudness of sound; markings in a musical score that indicates the desired level of volume.

Gesture: Motion of hands or body to emphasize or help to express a thought or feeling.

Tempo: the speed of the music (Note: Tempo indications are often designated by Italian terms): a) Largo = slow

Adagio = slow

Andante = steady walking tempo

Moderato = moderate

Allegro = fast

Timbre:

(pronounced "Tam – ba") Tone colour or quality of sound that allows one to distinguish between one instrument and another, e.g. trumpet, piano, etc.

Melody:

A combination of different sounds or pitches and rhythm. If you can sing, hum or whistle any song or tune that is melody.

Melodic patterns: Sing a known song and clap out every word you sing and that gives you the melodic patterns.

Melodic Contour: The rise and fall of pitches in a melody.

Harmony: Two, three or four sounds played or sung at the same time.

Flute: Flute is an orchestral instrument.

Atɛntɛbɛn: A bamboo flute.

Castanet: (known in Akan as *Frikyiwa*) a small metallic musical instrument used for time lines.

Game songs: Songs children sing during play/games, e.g. stone passing game songs.

Echo-Clap/shout: Clapping back a rhythmic pattern immediately after a given pattern.

Scale: An alphabetical succession of sounds ascending and descending from a starting note. E.g.: C D E F G A B (d r

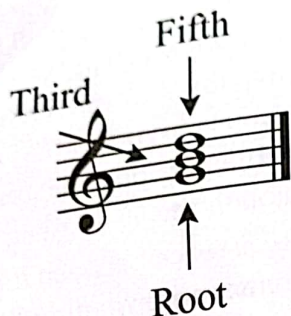
Intervals:

m f s l t d). A scale gets its name from where it starts. The white piano keys from C to C form a C major scale. These eighth notes (C, D, E, F, G, A, B, and then C again) represent the C major scale.

The distance between any note and the next note whether black or white. Intervals are measured by the number of letter names from the lowest note upwards both note included in the count, e.g. C – G may be measured as C D E F G that is 5 notes in all. The interval therefore is a 5th. C – E is C D E and that is a 3rd because 3 notes or letters are involved.

Triads

A triad is a three-note chord built of two third intervals stacked on top of each other. The three notes are called root, third and fifth from bottom to top. In the chord below, the two third intervals are C to E and E to G.



Staff:

(plural: staves) uses five parallel lines and four spaces to notate (write down) the pitches of music.

Time Signature:

It is a notational convention used in Western musical notation to specify how many beats are contained in each measure, and which note value is equivalent to a beat.

Treble Clef:

A clef indicates which note names go on which lines (and spaces between the lines) on the staff. Clefs are written at the start of the staff. Treble clef designates the second line from the bottom as G, the lines in treble clef represent the pitches E, G, B, D, and F. the spaces are F, A, C, E.

Solo:

Music for one voice or one instrument.

Duet:

Music for two voices or instruments.

Idiophone:

Self-sounding instruments, i.e. sound is produced through the vibration of the body of the instrument, e.g. bell, castanet, Axatse, Gankogui, etc.

Aerophones:

Instruments played by blowing air through the instrument, e.g. Wia or Atenteben,

Chordophones: Instruments from which sound is made by a vibrating chord or string (e.g. Goji)

Membranophones: Drums made with parchment heads or membrane (animal skin). Sound is produced by striking or scraping the membrane with the hand or an object like stick.

Rest:

Rest is a musical symbol similar to notes, but indicate lengths of silences.

Trio:

Music for three voices or instruments.

Theme: The thing or area being discussed.

Patriotic songs: Songs sung to show love for one's country or the passion which inspires one to serve his country.

INSTRUMENTAL RESOURCES

Classification of Musical Instruments

Primary idiophones: These are held and played as part of the musical ensemble. These include bells, metal rattles, metal castanets, percussion sticks, stamping

tubes in the form of stamps of bamboo, Sansa, xylophones, etc.

Secondary Idiophones: These are attached to the instruments such as buzzers or to the wrist of the performer or to the body of the dancer—as the ankle, the knee, or wrist, depending on the type and source of the movement.

Some local names: Ntrowa, Frikiyiwa, Adawuro, Gakogui, Axatse, Nnawuta, Penpensiwa, Akasae.

Membranophones: These are drums with parchment heads. The sounds come through the membranes stretched over an opening. Materials used include wood, clay, metal or gourd, coconut, etc.

Shapes: These can be hourglass, rectangular, gourd, cylindrical, bottle-shaped, conical, etc.

Some Local Names: Atumpan, Petia, Brekete, Gungun, Luna (Donno/Dondo), Sogo, Kagan, Kidi, Jembe, etc.

Chordophones: These are stringed instruments. They are either played with the hand or with a bow, and sound is produced on them by setting the strings into vibration. There are many varieties of chordophones, ranging from one-stringed fiddle to 8 or more strings. These include varieties of lutes, harps, zithers, lyres and musical bows.

Zithers:

The strings are stretched between two ends of the body. We have stick-raft and trough zithers.

Lutes:

Composed of a body, and a neck which serves both as handle and as a means of stretching the strings beyond the body. The strings are horizontal. We have bowed lutes, -i.e. a fiddle and plucked lutes, -i.e. Benta.

Lyres:

This has no neck and the strings are stretched across to the yoke. We have the box lyre and the bowl lyre.

Harp:

The strings are vertical and are attached to the sound board, and they run vertically away from it. In Congo, we have an 8- stringed harp called Lulanga.

Musical Bows: These can have separate resonators, sometimes the mouth serves as a resonator. We also have mouth bows, gourd bows, harp lute and Seprena.

Aerophones:

These are wind instruments. They are widespread in Africa, particularly Central Africa and the West Coast. Examples are horns, trumpets and flutes. Woodwind instruments can be played alone or in combination with other instruments. They could be used

as background music, for dances or for ceremonies and rites.
Wia, Mmenson, Mmentia, Odurugya, Ateuteben.

Some local names: **Musical performances and**

Some Ghanaian instruments used:

1. *Fantmifani*: Bamda (master drum), Atumpban, Petia, Apentema, Ntorowa (encased rattles), Dawuro (bell).
2. Kete: Kwadum (master drum), Apentema, Petia, Abruikuwa, Ntorowa (rattles) Donno (hourglass drum), Dawuro (gong gong).
3. Adowa: Atumpban (master drum), Petia, Apentema, 2 Donno (hourglass drum) 2 Adawuraa (slit bells).
4. Kundum: Afirikiywa (castanet) 1st and 2nd bells (Glawile), bamboo clappers, 1st drum (Abrema), 2nd drum (Apentem) 3rd drum Edomgbale (master drum).
5. Atsiabgeka: Asimevu, Sogo, Boba, Laklevi, Kidi, double bell and rattle.
6. Agbadza: Sogo (master drum), Gakogui (double bell), Axatse (rattles), Kagan, Kidi.
7. Gahu: Sogo I, Sogo II or Atsemevu, Gakogui (bell), Kagan, Kidi
8. Bobrobz: Yuga (master drum) Asivui, (bugle), Pati, Yuvi (small drum) castanets – as time went on conga and tambourine were included on the list of drums, deleting the Pati from the ensemble.
9. Kapsa: Gogota (double bell), Toke (banana bell), Oko (castanet), Mmaa (wooden clappers), Faw (enmeshed gourd rattle) Oplete wago (small drum) and Oplete dwa (big drum).
10. Gome: Bamboo clappers, Pati (rattle) and Gome drum.
11. Kpanlogo: Kpanlogo mi (Kpanlogo drum), Tamdin, shekesheke (rattle), Dodompo (Castanet), Ngongo (bell), and other small drums.
12. Sikyi: Sikyi twene (siki drum), Apentema, Petia, Agyegyewa/ Adederma, Donno, Ntorowa (rattle).
13. Gyile, Kuor/Gangaa drums, ankle bells, castanet
14. Shakers, Bell, Drums, Clappers, Bamboo Sticks, Axatse, etc. as rhythmic instruments for accompaniment.

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