Grade 7 Creative Arts and Sports

Terms 1, 2 and 3 - notes for 15 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 Foundations of Creative Arts and Sports | Term 1

1.1 Introduction to Creative Arts and Sports

WHAT YOU WILL LEARN

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

- describe categories of Creative Arts and Sports
- outline the relationships among the categories of Creative Arts and Sports
- make a collage on the categories of the Creative Arts and Sports

KEY WORDS

visual arts, music and dance, drama and film, sports, collage, audience, attire, theme.

1. Categories of Creative Arts and Sports

Categories (from the design)
Visual Arts: drawing, painting, sculpture, crafts such as beadwork and weaving.
Music and Dance: singing, playing instruments, composing, folk and modern dance.
Drama and Film: storytelling, plays, mime, puppetry, animation and film.
Sports: athletics, ball games (football, handball), swimming, indigenous games.

2. Watching activities in each category

Groups watch short actual or virtual activities: a painter at work, a choir, a dance troupe, a scene from a play, a football match.
For each, note: the category, what is being made or performed, who the audience is, what is worn, and the skills shown.
Groups share one finding each.

3. Relationships among the categories (1)

Relationships (from the design)
Functions: all entertain, educate, keep people fit or healthy, and earn income.
Execution: all need practice, skill and discipline.
Visual: all are watched; colour, shape and movement matter.
Presentation: all are shown to others, on a stage, field, wall or screen.

4. Relationships among the categories (2)

Competition: Kenya Music Festival, Drama Festival, school games and art exhibitions.
Audience: spectators, judges and viewers.
Attire: costumes, uniforms, kits.
Themes: messages on peace, health, the environment.
Team effort: choirs, casts and teams succeed together.

5. Collage: planning and collecting pictures

A collage is a picture made by sticking cut paper, pictures or found materials onto a surface.
Plan: the four categories as four areas, or mixed around a central title.
Collect pictures from old magazines and newspapers; also found materials (leaves, bottle tops, fabric scraps).
Share materials fairly in the group.

6. Practical: making the collage

Practical: collage
Materials: manila paper, cut pictures, glue, scissors, found materials.
Arrange the pictures first without glue; move them until the layout is balanced.
Glue from the back layer to the front; press flat.
Add a clear printed title and labels for the categories.
Keep scissors closed when passing them; clear up scraps.

7. Displaying and giving feedback on collages

Display the collages around the room.
Feedback frame: "I like... because...", "One idea to improve is...".
Look at: all four categories shown, layout and balance, neatness, use of found materials.
Each group responds to the feedback it received.

8. Appreciating the categories: review

Review: the four categories and their relationships.
Careers: artist, designer, musician, dancer, actor, film maker, coach, athlete, sports journalist.
Each learner names the category they enjoy most and one they would like to try.

TRY THESE

1. Name the four categories.
2. Which category does beadwork belong to?
3. What category was the choir?
4. Name one skill the footballers showed.
5. Give one function shared by all categories.
6. What does execution mean here?
7. Name a music competition in Kenya.
8. What is attire?
9. What is a collage?
10. Where can pictures be found?
11. Why arrange before gluing?
12. Which pieces are glued first?
13. Give one thing to look for in a collage.
14. Complete: "I like ... because ...".
15. Name one career in Visual Arts.
16. Name one career in Sports.

TOPIC TEST

T1. Name one activity that fits two categories.
T2. Which activity needed the most teamwork? Why?
T3. How can a footballer earn income like a musician?
T4. Present the relationships in a mind map.
T5. Sketch your collage layout first.
T6. Add a border made of found materials.
T7. Write a short artist's statement for your group's collage.

T8. Interview a performer or player about their training.

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Strand 1.0 Foundations of Creative Arts and Sports | Term 1

1.2 Components of Creative Arts and Sports

WHAT YOU WILL LEARN

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

- describe elements of a story
- perform activities demonstrating the components of fitness
- write note values on a treble staff
- name pitches on treble staff
- group music notes in 2/4 time

KEY WORDS

character, setting, plot, theme, coordination, strength, treble staff, ledger line, semibreve, minim, crotchet, quaver, rest, bar line.

1. Elements of a story

Elements of a story (from the design)
Character: the people or animals in the story (Hare, Hyena).
Setting: where and when it happens (a village at night, during a drought).
Plot: what happens, in order: beginning, middle and end.
Theme: the main message (greed is punished; cleverness beats strength).
Read a short story together and name each element.

2. Components of fitness: coordination

Coordination is using different body parts together smoothly.
Warm-up: jog, arm circles, side steps (5 minutes).
Drills: skipping with a rope; bouncing and catching a ball while walking; ladder steps drawn on the ground; clap-and-step patterns.
Cool-down: walk and stretch.
Safety: space out; flat, clear ground; drink water.

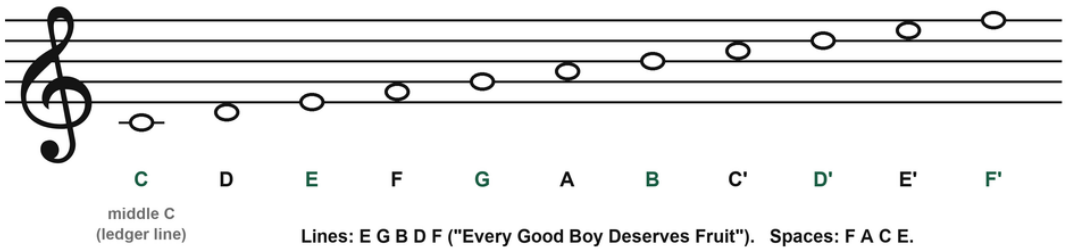
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3. Components of fitness: strength, with music

Strength is the ability of muscles to push, pull or lift.
Warm-up: jog and stretch.
Drills (to a steady drum beat or song): wall push-ups or knee push-ups, squats, lunges, plank holds (10 to 20 seconds), step-ups on a low step.
Music keeps a steady rhythm and makes exercise enjoyable.
Cool-down and stretch. Regular exercise helps prevent lifestyle diseases such as obesity and diabetes.

4. The treble staff and ledger lines

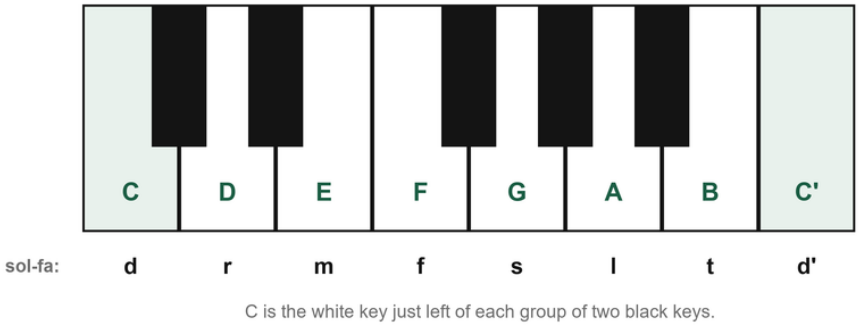
The staff has five lines and four spaces. The treble clef (G clef) curls round the second line, which is G.
Lines (bottom to top): E G B D F ("Every Good Boy Deserves Fruit").
Spaces (bottom to top): F A C E (spells "FACE").
Ledger lines: short extra lines above or below the staff. Middle C sits on one ledger line below the staff.
Practice: draw the staff, the clef, and name each line and space.



Notes on the treble staff

5. Pitch: the keyboard and the scale of C major

Black keys come in groups of two and three. C is the white key just left of each group of two black keys.
The white keys from C to the next C give the scale of C major: C D E F G A B C'.
In sol-fa: d r m f s l t d'.
On the staff: middle C on its ledger line, D below the bottom line, E on the bottom line, and so on up to C in the third space.
Draw a keyboard of eight white keys and label them; write the C major scale on the staff.



The scale of C major on a keyboard

6. Note values and their rests

Note values (in beats) with French rhythm names
Semibreve: 4 beats (taa-aa-aa-aa); an open oval with no stem.
Minim: 2 beats (taa-aa); open oval with a stem.
Crotchet: 1 beat (taa); filled oval with a stem.
A pair of quavers: 1 beat shared (ta-te); two filled notes joined by a beam.
Rests are silences of the same length: semibreve rest hangs below the fourth line; minim rest sits on the third line; crotchet rest is a zigzag.
Write each note and its rest on the staff.

7. Grouping notes in 2/4 time

A time signature of 2/4 means two crotchet beats in every bar.
Bar lines divide the music into bars; a double bar line ends the piece.
Each bar must add up to 2 beats: two crotchets; one minim; a crotchet and a pair of quavers; two pairs of quavers; a crotchet and a crotchet rest.
Exercise: given a line of notes, add bar lines after every 2 beats.



2/4: two crotchet beats in every bar. The double bar line ends the piece.

Bars in 2/4 time

8. How the components relate: review

Relationships: rhythm in music helps timing in sport and dance; a story's plot gives order to a performance; strength and coordination help dancers, actors and players; a theme can link a song, a play and a poster.

Watch a short video of a performance (for example a dance or an opening ceremony) and identify the components used.

Exit task: a fitness routine to a song in 2/4 time, telling a short story through movement.

TRY THESE

1. What is a setting?
2. What is a plot?
3. What is coordination?
4. Name one coordination activity.
5. What is strength?
6. Name two strength exercises.
7. How many lines and spaces does a staff have?
8. Name the lines from the bottom.
9. How do you find C on a keyboard?
10. Name the notes of the C major scale.
11. How many beats is a minim?
12. What is the French rhythm name for a crotchet?
13. How many beats are in a bar of 2/4?
14. Does a minim fill a bar of 2/4?
15. How does rhythm help sport?
16. How does plot help a performance?

TOPIC TEST

T1. Change the setting of the story. How does the plot change?

T2. Count how many skips you make in 30 seconds.

T3. Plan a three-exercise routine to a song.

T4. Write your initials using notes on the staff if possible.

T5. Name the note in the third space.

T6. How many pairs of quavers fit in a minim?

T7. Write four different bars of 2/4.

T8. Plan a 1-minute performance using a story, music and movement.