

Derived copy of Arts and Culture

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C O N N E X I O N S

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Chapter 1

Term 1

1.1 Packaging¹

1.1.1 ARTS AND CULTURE

1.1.2 Grade 9

1.1.3 PERSONAL AND SOCIAL SKILLS

1.1.4 Module 1

1.1.5 PACKAGING

VISUAL ARTS

Activity 1 (Group work)

- **Materials required:** Learners must bring to school any form of **packaging** or **container**, i.e. packaging of breakfast cereals, washing powder, biscuits, sweets, chocolates, cool drink, perfume, etc.
- Discuss the packaging of each learner in each group under the following headings:

Analysis of package design

Study the packaging and discuss the following:

- The intended message (what is the packaging trying to say)
- The target group (youth, adults, housewives, workers, etc)
- The technique and style (e.g. humoristic, serious, realistic, abstract, etc.)
- The use of colour
- The use of words – the type/style of letters used (do they fit the message?)
- Suitability of material/s (with regard to the specific product)
- General effectiveness of the packaging (Will people buy it? Is it easy to handle?)
- The use of symbols, signs, logos (especially those that may be aimed at a specific group of people – e.g. cultural/religious groups, health conditions, dietary limitations, etc)
- Each learner must hand in a written assessment of his or her packaging for assessment.

	LU 3.8			
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¹This content is available online at <<http://cnx.org/content/m23801/1.1/>>.

Table 1.1**Activity 2 (Group work)**

A 'new' product is suggested to each group, e.g. a cleaning liquid, a beauty product, a type of sweet, a cold drink, etc. The groups have to market these products. Firstly the group must decide on the following:

- A name for the product
 - The target group to whom it must be sold
 - The advertising style or technique
 - The use of colour
 - The type of lettering
- Together, the members of each group must design a poster to advertise their new product. Keep the above elements in mind! Also look at what is going to be assessed:

	LU 3.4			
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Table 1.2**1.1.6 Assessment**

Learning Outcomes(LOs)
LO 3
participation and cooperationThe learner is able to display personal and social skills while participating in arts and culture activities as an individual and in a group.
Assessment Standards(ASs)
This is indicated when the learner:
GENERAL
3.1 is sensitive towards the music and art form choices of others;
3.2 is prepared to explore new cultural ideas and to re-evaluate stereotypes;
3.3 acknowledges own, group and varying identity;
3.4 expresses his or her own contribution in any art form;
3.8 VISUAL ARTS
<ul style="list-style-type: none"> • is aware of the influence of the mass media on society;
<i>continued on next page</i>

<p>3.7 MUSIC</p> <ul style="list-style-type: none"> • is able to identify and interpret specific elements of music in advertisements and popular music;
<p>3.6 DRAMA</p> <ul style="list-style-type: none"> • is able to share responsibilities within a group;
<p>3.5 DANCE/MOVEMENT</p> <ul style="list-style-type: none"> • is able to demonstrate the creation of complementary shapes by applying dancing skills with a partner, as well as dance sequences; • is able to counterbalance his/her weight with a partner.

Table 1.3

1.1.7 Memorandum

Activity 1 (groupwork)

Materials needed: Learners must each bring some sort of **container** or **packaging** to the class, e.g. packets for breakfast cereals, washing powder, biscuits, sweets, chocolates, cool drinks, perfume, etc.

- Working in groups of four to six learners, each learner's packaging is discussed under different headings, as follows:

Analysis of package design

Study the given packaging and discuss the following:

- the intended message
- the target group
- techniques and styles (e.g. humoristic, serious, realistic, abstract, etc.)
- the use of colour
- the letter type/typography
- suitability of the material(s)
- general effectiveness of the packaging (will people buy it?)
- the use of symbols, signs, logos' (especially references to cultural groups)

Each learner must hand in an analysis of his/her packaging for assessment.

Activity 2 (group work)

- Give a 'new' product to each group, e.g. a cleaning liquid, a beauty product, a type of sweet, a cold drink, etc. Firstly, the group must decide on the following:
 - a name for the product
 - the target group to whom it must be sold
 - the advertising style or technique
 - the use of colour
 - the letter type
- Together, each group must design a poster to advertise their new product.

1.2 Popular music culture²

1.2.1 ARTS AND CULTURE

1.2.2 Grade 9

1.2.3 PERSONAL AND SOCIAL SKILLS

1.2.4 Module 2

1.2.5 POPULAR MUSIC CULTURE

MUSIC

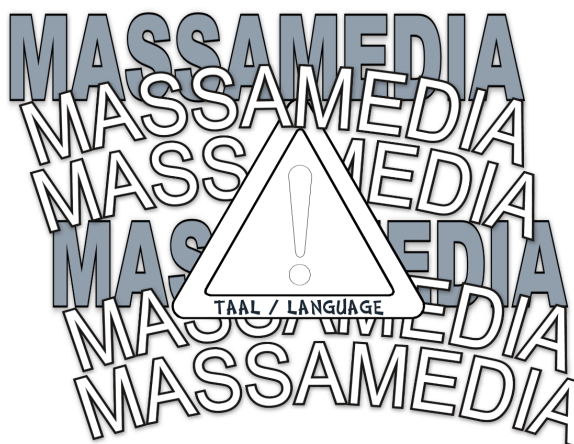


Figure 1.1

- During the last few decades there has been enormous development in the area of **technology**. The **music industry** has also been affected positively, if one looks at the amount of videos, CDs, programmes about music, etc. that are available. Unfortunately there have also been negative factors for the music industry
- Because of relatively inexpensive digital technology, copies of music can be made in one's home
- You could make your own compilation of different pieces of music by using a CD – writer (although this is unlawful)
- You are able to 'download' music from the Internet
- Indicate the aspect of technology with which you are familiar by making a cross in the specific block:

²This content is available online at <<http://cnx.org/content/m23815/1.1/>>.

	Tape recorder		CD player		Radio		DVD player
	CD writer		Television		Videos		Internet

Table 1.4

Closely related to the technological developments is the mass media! Mass media, amongst others, include television, radio, the Internet, music videos, etc. These are media that are able to reach masses of people.

The mass media determine to a large extent what you listen to – not necessarily by free choice! Just think of the music one hears at sports meetings, in shops, in banks, in restaurants, in airports and even over the telephone when you are asked to ‘hold on’.



Figure 1.2

Activity 1 (Individual and group)

- Investigate and analyse advertisements (individual). The educator can choose an advertisement (radio, TV, etc) and play a recording of it. Each learner must investigate and analyse the advertisement by means of the following questionnaire:

The aim of the advertisement	
Who is the target group? (Youth, adults, students, women, etc.)	
Is the melody easy to sing?	
Is there anything attractive about the rhythm?	
Does the text suit the advertisement?	
Is the music instrumental or vocal?	
If vocal, is it sung with accompaniment or not (a capella)?	
Which instruments are used?	
In what style is the music composed? (Classic, rock, jazz, etc.)	
Would you regard the timbre as dark or light?	
Are there any sound effects? Describe.	
Do you regard the music as suitable for the specific advertisement? Motivate your answer.	

Table 1.5

- Discuss whether any aspects with regard to music in advertisements can be generalised. Sum up your findings:

	LU 3.2			

Table 1.6

Activity 2 (individual within a group)



Figure 1.3

What is popular?

Write a review of a 'performance' of your favourite song or by your favourite artist/s for the local school newspaper.

- Learners must be divided into groups, preferably according to their tastes in music. Groups can be further divided so as to ensure that each learner gets to deal with a specific aspect.
- The end product can be presented on an A4 sheet of paper, so that it can be photocopied and each learner can receive a copy to attach to his or her module.
- Read music reviews in newspapers and magazines to get an idea of the layout and the presentation.

BE ORIGINAL!

The report/review must contain the following:

- Name and photograph of the *group/band* or the artist
- General appearance related to fashion
- Name of the *song*

- The **style** of the song, e.g. *country, rock, rap, kwaito, gospel*, etc.
- Composition of the group: i.e. which **instruments** are used
- Critical discussion of the **lyrics**
- Critical discussion of the **composition** as such, with references to musical elements such as rhythm, melody, harmony, timbre, etc.
- Discussion of the **performance** with references to the singer/s, instrumentalists, balance, atmosphere, etc.
- A *rating* out of 10
- *Advice* on improvement (only for the audacious!)

The end product, together with a portion of the music, must be presented to the class.

CONCLUSIONS:

The youth culture in my class in regard to popular music is:

Possible reasons why this music is the most popular:

	LU 3.7			

Table 1.7

1.2.6 Assessment

Learning Outcomes(LOs)
LO 3
participation and cooperationThe learner is able to display personal and social skills while participating in arts and culture activities as an individual and in a group.
Assessment Standards(ASs)
This is indicated when the learner:
GENERAL
3.1 is sensitive towards the music and art form choices of others;
3.2 is prepared to explore new cultural ideas and to re-evaluate stereotypes;
3.3 acknowledges own, group and varying identity;
3.4 expresses his or her own contribution in any art form;
<i>continued on next page</i>

<p>3.8 VISUAL ARTS</p> <ul style="list-style-type: none"> • is aware of the influence of the mass media on society;
<p>3.7 MUSIC</p> <ul style="list-style-type: none"> • is able to identify and interpret specific elements of music in advertisements and popular music;

Table 1.8

1.2.7 Memorandum

In this module we focus on technology, mass media and popular music culture by means of self-discovery. Learners must be encouraged to make use of the technology at their disposal.

- The following is a summary of the different activities in Module 1:

Activity 1 (individual and group)

A specific advertisement is listened to and then ‘analysed’. The activity can be extended from radio to television, etc.

Activity 2 (Individual within a group)

Learners must give a critical analysis in the form of a newspaper review of a song that is known to them. The questions that have to be answered will lead them to listen to specific elements.

1.2.8

1.3 Colour in advertisements³

1.3.1 ARTS AND CULTURE

1.3.2 Grade 9

1.3.3 PERSONAL AND SOCIAL SKILLS

1.3.4 Module 3

1.3.5 COLOUR IN ADVERTISEMENTS

DRAMA

Colour in advertisements

Activity 1

Divide into groups. Decide what you are going to advertise. The advertisement can be for the radio, for television or for publication in a newspaper or magazine. What does this decision mean? Simply that, if the advertisement is going to be in a magazine, we will have to make use of non-verbal communication. We will have to **USE IMAGES AND NOT SPEECH**.

If we are going to use television, we can also use non-verbal advertising.

But if we use radio, we have to have speech or sound.

Activity 2

³This content is available online at <<http://cnx.org/content/m23806/1.1/>>.

You must first decide what you are going to advertise. Remember that you can't use existing adverts. There are many things to advertise, e.g. toothpaste, soap, coffee, milk, schools, etc. The most striking advertisement will be awarded the first prize! A WORKSHOP PROCESS can again be used and each learner can have a chance to write a sentence or two, with other learners adding to these until you have a complete script. Refer to Visual Arts Activity 2 for further ideas.

Activity 3

You will need music to suit your advertisement. Everything will depend on what you are advertising. 'Soft' products such as soap, washing powder and milk will make use of soothing music. Baby products will need the same sort of music. 'Hard' advertising, for items such as petrol, construction or building maintenance, etc., will make use of music with more OOMPH. Sort out your music. Each group member can bring some music to school so that it can be listened to and a decision can be taken. If there is no CD or tape player, you can make use of your voices, empty plastic, glass or metal containers – perhaps filled with stones, rice or sand. Refer to your music activities.

Activity 4

Remember that your advertisement must impress people, it must be striking!

If you are making an advertisement about babies, it may be advantageous to use pink and blue – these colours are often identified with babies. If you are making an advertisement about washing powder, white and blue may be regarded as 'clean' colours. When dealing with petrol or car parts, black and brown may be good colours; coffee, milk and sugar, toothpaste, etc., may need colours such as yellow and blue, green or purple.

Activity 5

You are beginning to get things in place for the performance, so you should check that the following has been considered:

- a) your product
- b) suitable music
- c) applicable colours, costumes and masks
- d) the 'stage' – it may have to be coloured to suit your advertisement
- e) the stage manager and sound engineer must be ready to provide their help
- f) does everyone know his or her words?
- g) Do we know the movements that we are going to use?
- h) Will our advertisement finish with a BANG! – to attract peoples' attention.

Activity 6

As all the preliminary work has been completed, it is time for the performance. The educators are ready to assess your effort. Classmates could also assess and give marks. Ask the educator for an assessment form so that you are able to evaluate each other's work. Don't be envious of another group that does better than you; rather learn from their success. Remember that a mark between 1 and 4 must be allocated.

	LU 3.1			

Table 1.9

1.3.6 Assessment

Learning Outcomes(LOs)
LO 3
participation and cooperationThe learner is able to display personal and social skills while participating in arts and culture activities as an individual and in a group.
Assessment Standards(ASs)
This is indicated when the learner:
GENERAL
3.1 is sensitive towards the music and art form choices of others;
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3.8 VISUAL ARTS
<ul style="list-style-type: none"> • is aware of the influence of the mass media on society;
3.7 MUSIC
<ul style="list-style-type: none"> • is able to identify and interpret specific elements of music in advertisements and popular music;
3.6 DRAMA
<ul style="list-style-type: none"> • is able to share responsibilities within a group;

Table 1.10

1.3.7

1.3.8 Memorandum

Colours in advertising

- In this module we are going to look at colours that are used to advertise something. This is an exciting section of improvisation, because the learners have the opportunity to write their own advertisement, to focus attention on it and making it attractive by means of COLOUR.
- All the previous rules applicable to improvisation are applicable here also. Adequate time must be allowed for the writing of the advertisement, for rehearsals and also for the compilation of music. Everything must be recorded on the worksheets that will eventually be evaluated.
- Here is a golden opportunity for creative learners to show what they are able to do. The learners must not make use of EXISTING ADVERTISEMENTS but must create their own. Their creative writing can be assessed, as well as their ingenuity in making the advertisement viable.

- The advertisement can be ‘broadcast’ on television, or it can appear in a ‘newspaper’. The choice must be the learner’s. Educators may help at times with the choice of words, but must use the opportunity to make learners aware of the benefits of a good DICTIONARY, so that the meaning of words they may wish to use can be looked up.
- Our first priority is the development of social and personal skills.

1.4 Contact improvisation⁴

1.4.1 ARTS AND CULTURE

1.4.2 Grade 9

1.4.3 PERSONAL AND SOCIAL SKILLS

1.4.4 Module 4

1.4.5 CONTACT IMPROVISATION

DANCE / MOVEMENT

Dance can supplement and complement the other components (visual arts, music and drama) through the creation of an advertisement or product.

Use music that featured in the music class to accompany the dance activities

Warming up

- Warming-up exercises should be increased and done regularly. Warming up should protect the body against injuries, make it more flexible, keep it in good shape and contribute towards the development of technical skills. Movement combinations and sequences should form part of warming-up exercises.
- Follow the guidance given by the teacher when a series of warming-up exercises is introduced to you. Remember that the repetition of sequences and the correct positioning of the body is always important for the conditioning of the body, to make it more flexible and to develop certain skills.
- You will also be given the opportunity to create your own combinations and sequences that will include design elements for choreography such as fast, slow, light, flowing, jerking, high, low and quiet or calm.
- Warming-up and other dance exercises, if done regularly and purposefully, can also prepare and strengthen your body for your favourite sport.

CONTACT IMPROVISATION

- Stand opposite each other. Place hands in front of chest with the open palms turned towards the other person.
- Fall towards each other simultaneously and catch each other open handed.
- Make any spontaneous sound (e.g. ‘oooo’ or ‘aaaa’) during the fall.
- Sit back to back and make turns to lean on each other. The one supports the other.
- The shift of weight must happen smoothly.

Reflection

1. What did it feel like to fall forward?

1. Did you trust your partner? Why? Why not?

⁴This content is available online at <<http://cnx.org/content/m23812/1.1/>>.

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