

WEEK 1&2

Topic: Performing arts and entertainment

Subtitle: Creating a drama sketch from a story or folktale

Learning Objectives: At the end of the lesson pupils should be able to:

- 1 explain the meaning of play creation.
- 2 explain two ways of creating plays.
- 3 create a drama sketch from a given storyline or folk tale.

Resources and materials: CULTURAL CREATIVE ARTS for Primary 3 by A K Badaru

Instructional material: Textbooks, Notebooks, DVD or VCD, Television

Building Background/connection to prior knowledge: pupils are familiar with home videos.

CONTENT

Play creation

Play creation means writing a play or making a play. Drama is another type of play. There are different steps to creating a play. A play needs a good idea. The idea makes a story. We create plays through the following ways.

1 Scripting

2 Improvisation

1 Scripting: This is the writing of a play. The written play is called the script. The owner of the story writes the script. He describes the types of people he wants in the play and the things they will be talking about. He also talks about what they would be doing and the places they would be at each time. A person that writes a play is called a playwright or a dramatist. Where we do a play is called a stage.

2 Improvisation: Improvisation is the acting of a play without a script. It is the creation of a play from narration of a story or an idea. The narration of a story is also called storytelling. A narrator tells the story or idea while the actors provide the dialogue (words to be spoken), movement, and action. The actors are the people doing the play. Because there is no script (written play), the words and actions in the play (improvisation) may change from time to time.

How to create a drama sketch from a story

A drama sketch is a short play. It may last about five to fifteen minutes. The steps to creating a drama sketch from a story include:

Step 1: Read the story and understand it.

Step 2: Read it again and write the names of all the people that are in the story. They are called characters.

Step 3: Read the story again to know what each person said.

Step 4: Write out what each person said beside their names.

Step 5: Arrange the names and what they said according to when they said it.

Step 6: Also try to know what each person (character) did each time in the story.

Step 7: Write the character's actions beside each dialogue. Write whether they are walking, eating, crying or talking with someone.



Strategies & Activities:

Step 1: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step 3: Teacher explains the new topic.

Step 4: Teacher welcomes pupils' questions.

Step 5: Teacher evaluates the pupils.

Assessment & Evaluation: Participate in the play creating process

Wrap Up (Conclusion): Teacher goes over the topic once again for better understanding.

Assignment:

1. Explains play creating
2. Explain the process of play creating
3. Explain the concepts of scripting and improvisation

WEEK 3

Topic: Performing arts and entertainment

Subtitle: Creating a drama sketch from a story or folktale (practical)

Learning Objectives: At the end of the lesson pupils should be able to create a drama from a folktale

Resources and materials: CULTURAL CREATIVE ARTS for Primary 3 by A K Badaru Obebe

Instructional material: Textbooks, Notebooks, DVD or VCD, Television

Building Background/connection to prior knowledge: pupils are familiar with the topic in the previous classes.

CONTENT

From grass to grace

John and James were brothers. Their parents died when they were young, so they stayed with their grandmother who was very old then. Their grandmother also died not long afterwards. There was no one to take care of them. So they decided to leave the village and travel to Lagos. John, the younger brother did not want to go. He was afraid but his elder brother encouraged him. Before they left for Lagos, they visited Mr Biu. Mr Biu was a soothsayer and he had been their father's friend when their father was alive. He offered them a little assistance but he was a poor man. He, however, did his best whenever the two men came to him for help. The help needed was to know how their future would be. They wanted to know if they should travel to Lagos or not. Mr Biu was very happy. 'You have done well my sons. I am sure your father will be happy with you. He will also be happy with me because I promised him that I will not leave you,' he said.

He consulted the oracle. Suddenly, he became disturbed by what the oracle said. He adjusted his chair and looked into their hands again. This time, he was satisfied. He faced James and said, 'You will be a rich man. A lot of people will come to you for help. You will be famous.' James was very happy and he left rejoicing. 'At least, Lagos will be good for me, he thought.' 'What about me?' John asked. Mr Biu became sad when John asked the question. He did not know what to tell him. But he had to tell him the truth. 'I am sorry; the oracle says you will be poor. But don't worry; your brother's wealth will be enough for the two of you. You just try and support him.' Mr Biu said. When they got to Lagos, James lived a careless life. He did not work. Instead, he woke up every day telling people about his wealth prophecies and promising them something. He was waiting for the day the message of the oracle would come to pass in his life. John thought to himself, 'If I stay in Lagos, how will I make it? I will go back to the village to work on my father's farm.' So, John went back to the village and started to plant maize and cassava. During the first year, he had a great harvest. He was very happy. He sold the crops. He bought more lands and employed more people to work on his farm. Then, a famine broke out in the village. People came from far and near to buy farm produce from John. Everyone in the village talked about his goods.

They confessed his crops were very good harvest. The news soon reached the neighbouring villages. This made him popular around the village. He was very happy that during Christmas, he organised a feast for his workers. All his workers liked him because he was very kind. He sent a message to his brother to come to the village, but his brother could not come because he did not have enough transport fare. This really made John sad that he sent some money to his elder brother. When his brother got to the village, he began to cry. He cried because he did not expect to see his brother in such wealth. He was also sad because he did not have any money. He rushed out of the house and went straight to Mr Biu's house. When he told Mr Biu all that happened, he laughed. 'Lazy boy! How can you be rich when you are not working? You think the oracle will come and give you money in your room? No!' Mr Biu shouted at him. 'Burr...' James mumbled. Before he could finish, Mr Biu slapped him. 'Shut up! What will I tell your father? You lazy man! Go out and look for something to do before it's too late.' Mr Biu went out and left him crying.

Strategies & Activities:

Step 1: Teacher revises the previous topic.

Step 2: Teacher reads out the story to the pupils

Step 3: Teacher welcomes pupils' questions.

Step 4: Teacher evaluates the pupils.

Assessment & Evaluation:

- a) Is it good to be lazy? [Yes] [No]
- b) Name the characters in the story.
- c) Who was the elder brother?
- d) When did their parents die?
- e) _____ and _____ are brothers.
- f) Who was Mr Biu?
- g) A written play is called a _____.
- h) The person who writes a script is called a _____.

Wrap Up (Conclusion): Teacher goes over the topic once again for better understanding.

Assignment: Create a drama sketch of your own from the story.

WEEK 4 & 5

Topic: Performing arts and entertainment

Subtitle: Staging

Learning Objectives: At the end of the lesson pupils should be able to:

- 1 explain what a stage is.
- 2 identify staging requirements of a play/drama.

Resources and materials: CULTURAL CREATIVE ARTS for Primary 3 by A K Badaru

Instructional material: Text books, Notebooks, Chalkboard etc.

Building Background/connection to prior knowledge: pupils are familiar with stage performances

CONTENT

Staging

A stage is a place where plays are acted or performed. Staging in drama is the real representation of a play or acting. A stage can be designed to represent the market place, sitting room, school, office, kitchen or motor park. There are different people and materials important in the performance of a play. They are called the stage requirements.



Stage requirements

The following people and materials are essential in the performance of a play.

- 1 Producer:** This is the person that provides money for the play's production. He is either a businessman or he looks for sponsor for the play's presentation. He provides the money to carry out a play production/performance. He also provides the stage and pays the production crew.
- 2 Play:** This is the play in written form. This is also called the script.
- 3 Director:** This is the general overseer of a play's performance. He is the person that directs or coordinates the actors, their movements, the stage, lighting, costume, make-up and everything in the performance of the play.
- 4 Cast:** These are the people acting in a play. In a play, the cast can include a female or a male. A female cast is called an actress while a male cast is called an actor. Casting includes choosing who would play which role.
- 5 Make-up:** These are coloured substances and other materials that are put on the face to make an actor fit the role he or she is playing.
- 6 Stage:** This is usually a raised platform either in the theatre or an open space. The stage can also be lower than the seats of the audience.
- 7 Audience:** These are group of people watching and listening to a play performance. Actors and crew
Costume and make-up artist at work Arts theatre/open stage
- 8 Crew:** These are people at the back of the stage. They assist in the staging of a play. They include painter, carpenter, pop designer, make-up artist, costumier, lights person, etc.

9 Costume: This refers to the different clothes worn by an actor to portray the character he is showing (representing) in a play. The costume may show the age, tribe, work or how rich the character is.

10 Props: These are objects used on stage by actors. It is short form for properties. Examples are newspaper, hand fan, walking stick or pipe, etc.

Strategies & Activities:

Step 1: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step 3: Teacher explains the new topic.

Step 4: Teacher welcomes pupils' questions.

Step 5: Teacher evaluates the pupils.

Assessment & Evaluation:

1 what is a stage.

2 write out 3 staging requirements of a play/drama

Wrap Up (Conclusion): Teacher goes over the topic once again for better understanding.

Assignment: explain 5 people and materials essential in the performance of a play.

WEEK 6 & 7

Topic: Performing arts and entertainment

Subtitle: Staging

Learning Objectives: At the end of the lesson pupils should be able to:

1 state the different stages of a play production process.

2 identify the elements of design.

Resources and materials: CULTURAL CREATIVE ARTS for Primary 3 by A K Badaru

Instructional material: Text books, Notebooks, Chalkboard etc.

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

The stages of a play production

There are different stages of a play production process. They are:



Costume and make-up artist at work

Stage 1- Casting: This is the process of choosing the actors and actress that will take part in a production. This is done by organizing an audition. **Audition:** An audition is the calling of people together, asking them to act and choosing the best person that performs each role well. **Auditioning** is the easiest way to choose a cast.

Stage 2- Rehearsal: This is preparation for the real acting of a play. It involves a regular practice. This is to make the actor to learn and master the role he is to play. If an actor is told to play the role of a market woman, she has to practice this role and perfect it before the day of performance. There are two types of rehearsal. These are:

a) **The line rehearsal:** This is when actors meet to practice their dialogue and

movements on the stage.

b) **The technical rehearsal:** This is done shortly before the real performance. It involves the design elements of a play. These are the main things needed on the stage during the presentation.

Stage- 3 Performance: This is the final stage of a play production process. This is the stage where the actors perform the play before the audience. It is at this stage that the audience gets entertained. This stage is managed by a 'stage manager'. A stage manager directs other production crew. He decides how the stage should be and where to put the tables, chairs, and so on. He also decides how the actor walks on the stage and what they wear or use at each time.

The elements of design

The design elements are things that make a play production beautiful and interesting. They include:

1 Light

2 Costume

3 Set/Background

4 Make-up

5 Props

6 Sound – (song, music, noise, other sound effects).

Strategies & Activities:

Step 1: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step 3: Teacher explains the new topic.

Step 4: Teacher welcomes pupils' questions.

Step 5: Teacher evaluates the pupils.

Assessment & Evaluation:

1 state the different stages of a play production process;

2 identify the elements of design.

Wrap Up (Conclusion): Teacher goes over the topic once again for better understanding.

Assignment: explain the stages of a play production

WEEK 8 & 9

Topic: Customs and traditions

Subtitle: Traditional fabrics

Learning Objectives: At the end of the lesson pupils should be able to:

1 identify traditional fabrics from different parts of Nigeria

2 identify traditional Nigerian dresses

Resources and materials: CULTURAL CREATIVE ARTS for Primary 3 by A K Badaru

Instructional material: Samples and pictures of traditional fabrics

Building Background/connection to prior knowledge: pupils are familiar with traditional fabrics

CONTENT

Traditional fabrics

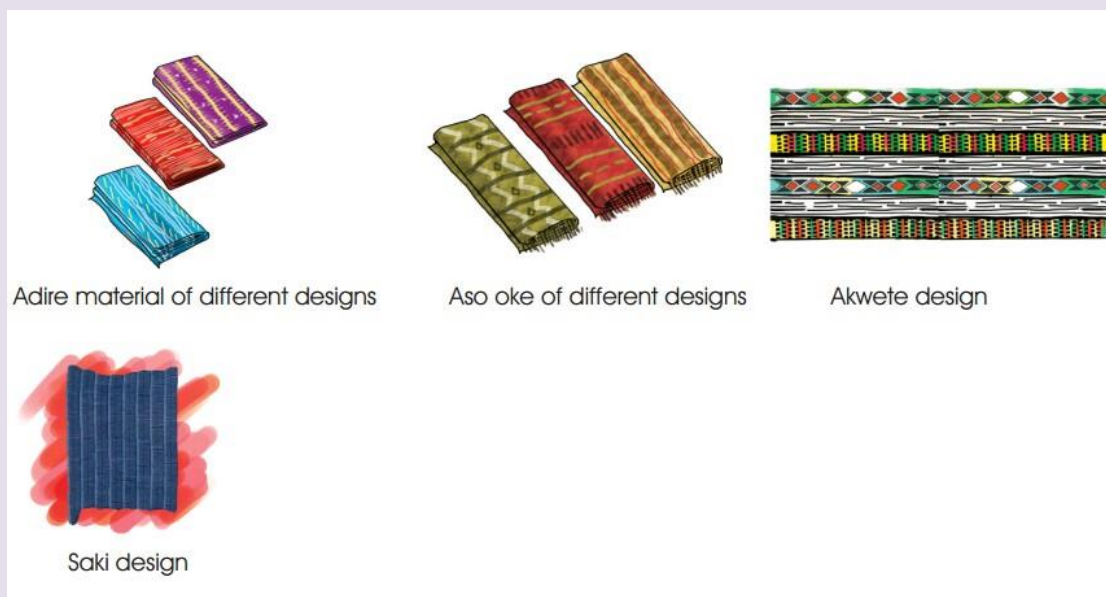
Traditional fabrics are cloths or materials used to make dresses by different ethnic groups. They differ from one culture to another. We know each ethnic group by their dresses. For example, 'Iro and buba' is known among the Yorubas, 'Babanriga and wondo' among the Hausas and 'Isiagu' among the Igbos.

Some traditional fabrics include:

- 1 Adire: This is common among the Yoruba tribe.
- 2 Aso oke: This is also common among the Yoruba tribe.
- 3 Akwete: This is the fabric of the Igbo tribe.
- 4 Saki: This is common among the Yoruba tribe.

Kinds of traditional dresses

- 1 Onyonyo
- 2 Buba and iro
- 3 Agbada and sokoto
- 4 Yar-shar and hula
- 5 Isiagu
- 6 Babaringa and wondo
- 7 Buba ati sokoto
- 8 Kaftan
- 9 Dashiki
- 10 Kaba



Note that the Yoruba Agbada and Hausa Babaringa are similar.

Strategies & Activities:

- Step 1: Teacher revises the previous topic.
- Step 2: Teacher introduces the new topic.
- Step 3: Teacher explains the new topic.
- Step 4: Teacher welcomes pupils' questions.

Step 5: Teacher evaluates the pupils.

Assessment & Evaluation:

1 what are traditional fabrics

2 list 3 kinds of traditional dresses

Wrap Up (Conclusion): Teacher goes over the topic once again for better understanding.

Assignment: identify 3 traditional fabrics in Nigeria

WEEK 10

Topic: Customs and traditions

Subtitle: Traditional fabrics

Learning Objectives: At the end of the lesson pupils should be able to:

1 draw traditional fabrics and dresses.

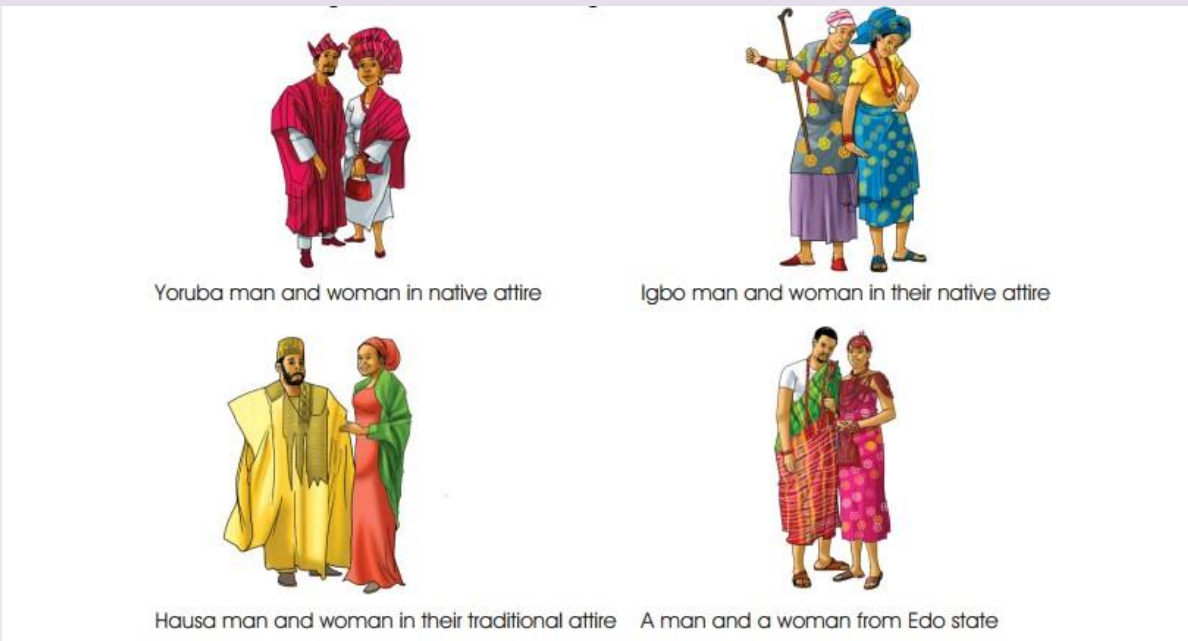
2 mention the importance of traditional dresses to the nation.

Resources and materials: CULTURAL CREATIVE ARTS for Primary 3 by A K Badaru

Instructional material: Samples and pictures of traditional fabrics

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT



Importance of traditional dresses

1 It promotes our culture.

2 It is used to know people from different cultures.

3 It is used to cover and protect the body.

4 It is used to promote unity in our society or community.

5 It creates jobs for those who make, sell and sew them.

6 The beauty of traditional dresses shows that our people are creative.

Strategies & Activities:

Step 1: Teacher revises the previous topic.

Step 2: Teacher introduces the new topic.

Step 3: Teacher explains the new topic.

Step 4: Teacher welcomes pupils' questions.

Step 5: Teacher evaluates the pupils.

Assessment & Evaluation: list 4 traditional dresses you know

Wrap Up (Conclusion): Teacher goes over the topic once again for better understanding.

Assignment: state 3 importances of traditional dresses