



Performing and Visual Arts

Student's Text Book

7
Grade



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September 2021

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2014 E.C.

Addis Ababa

Acknowledgement

To complete this textbook internally from the beginning, by sharing their experiences, Generating and presenting ideas in panel discussions, by being prepared by the teachers who teach in our city, by approving the necessary budget, we also thanks D.r Zelalem Mulatu, the head of the education bureau, for his support in enforcing strict discipline.

By providing night and day for the success of our work, solving problems, monitoring the implementation process, reviewing and recognizing although the preparation of the work is a key task the management members of the Education Bureau have always been by our side. Members of the Education Bureau, Ato Adimassu Dechasa, Deputy Head of the Curriculum Division , Ato Dagnaw Gebru, Deputy Head of the Education Technology Division, Ato Samson Melese, deputy Head of teacher development division, W/ro Abebech Negash, Bureau head advisor , Ato Sisay Endale head of education beroue office and Ato Desta Mersha Technical Advisor . They are to be commended for their contributions.

Finally, we would like to thank the school principals for giving permission to the principals to complete the book and to give you moral support.

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INTRODUCTION TO GRADE 7 PVA

Performing and visual arts include music, dance, theatre and visual art. The arts such visual art, dance, theatre, music, and media arts (PVA) are legally defined as a core thematic area in Ethiopian education; they are commonly considered a special subjects and usually the first learning area to make room for something new to create and innovate in performing and visual art works. Educators of PVA must never underestimate the power of the arts.

Performing and visual arts (PVA) inspire and delight learners performing and visual arts are used to promote massive ways in learning and teaching processes to create meaning and find fulfillment for the gaps of good values of our societies.

This grade level was designed to provide quality education in teaching performing and visual arts studies in Ethiopian 1st and 2nd cycle schools. This PVA instructional program has been designed to meet the country's needs of PVA educators, students and educational institutions at different level The arts education visual and performing arts instructional program is designed in the arts sciences under a disciplined practice is to create the competent students as accomplished grade 7 educations.

The program evolved out of a responsibility to enhance, nurture and in power the cultural assets of the earlier generations while providing a way for the contemporary generation to create something of its own. From this process, it became necessary to develop the program of arts (PVA) grade 7 educations that was fit for capable grade 7 students and to support in raising the professional rank and usefulness of arts education for the young generation.

Competent PVA education will facilitate student growth through care-

fully constructed courses, Reports, advisement, and other delivery systems. Qualified PVA school will ensure that PVA student develop excellence on a primary arts knowledge and proficiency with all standard and traditional art tools.

Under ministry of education general institutional process which not took place so far, Fine Arts and Design underwent an all-rounded transformation process in the incorporation of the grade 7 performing and visual art proficient subject are integrated together. Performing and visual art teaching processes, the school revised its curriculum to train more qualified and better equipped competent students, talented and art appreciators in a way that they could balance and satisfy the urgent need of grade 7 students.

The rationale behind developing the curriculum was the urgent need in the shift away from the traditional method of instruction to enable and maximize student learning and performance.

Accordingly, the school changed its teaching learning methodology to integrate the four art fields of studies in the year 2014.

Currently, this grade level has been highly engaged in exploring possibilities to refine the quality of art and create critical platforms in which local and international creative, innovative and professional thoughts can be discussed and performed through the understanding of arts in general. This grade level also includes: music, dance, theatre and visual arts as the main contents in different thematic areas to be learned in the class.

Unit

4

Aesthetic Values

General Learning outcomes of Unit four:

At the end of this unit you will be able to:-

- ◆ Appreciate music works and recognize ways of preparing indigenous music works.
- ◆ Appreciate dance works and recognize ways of preparing indigenous dance works.
- ◆ Appreciate and recognition of ways of preparing indigenous art works
- ◆ Appreciate art works Perform or appreciate artistic values in theatre, and film
- ◆ Understand aesthetics in film and theatre
- ◆ Appreciate Ethiopian indigenous art

4.1. The Values of Musical works and indigenous music works

Specific learning Outcomes of this unit:

At the end of this lesson you will be able to:

- ◆ Appreciate indigenous artistic musical performances
- ◆ Understand the value of some selected indigenous music
- ◆ Enhance musical expression
- ◆ Work with Collaboration
- ◆ Enhance Creative power

Music is made up of sounds that can be organized into three main elements: melody, rhythm, and harmony. These elements are passed from one musician to another by music notation, which allows a reader to precisely locate and reproduce any musical sound by a set of symbols that represent both the pitch of a note and its rhythm (placement in time).

4.1.1. Music appreciation

The subject Music opens up an exciting world of creative and personal exploration. Students are able to develop new ways in which to respond to and interact with their world. The learning of music will enable you to:

- Value and appreciate the diversity of music traditions in the north, south, east, and west parts of Ethiopian indigenous music and view both their own and other cultural traditions as a vital creative resource;
- Develop an awareness of the ethical and environmental implications of your own practices.

4.1.2. Values of music appreciation

Dear students this unit is talking about the idea of aesthetics, appreciation and values of musical works and how to appreciate and evaluate musical works in general. In this strategy, students individually consider an issue or problem and then discuss their ideas with a partner. This activity is an excellent one to use in combination with a text as a foundation for further role-playing and writing in music role.

4.1.3. Basic elements of music

In order for the effective teaching and learning of musical concepts, the following elements of music must be grasp by the student.

Rhythm - the beat or steady pulse of music. Duration which is the length of each sound or silence is also an important feature of rhythmic structure. The duration of sounds are represented by symbols called notes. Silences are represented by symbols called rests.

Pitch- represents the perceived fundamental frequency (which is heard as high /low sounds) of a note. It is these variety of sounds which gives music its polyphonic nature. Pitch can be graphically represented on a system of five lines and four spaces called a staff, where each of these individual lines and spaces represents a specific frequency.

Timbre – this is the individual tonal color of each musical instrument. For example, brass instruments (trumpets, trombone etc) are bright and brilliant, while wooden instruments (clarinets, oboe etc) are mellow and dark when play.

Tempo – the relative speed at which a musical piece is played. There-

fore a piece will be either played slow or fast. Tempo in music is often indicated at the beginning of the piece or left to the consideration of the performer.

Dynamics - the loudness or softness of the music. Sometimes this is called the volume. Music can change volume gradually, and going from loud to soft or from soft to loud. Dynamic level can also suddenly move from loud to soft or soft to loud.

Form- the structural outline of the piece or sections which are found in a piece or song? (AB or Verse Chorus)

Texture- refers to a "structure of interwoven fibers." In music, texture refers to the way multiple voices (or instruments) interact in a composition. One may also think of texture as a description of musical hierarchy: which voice is most prominent?

4.2. Indigenous dance

Specific learning Outcomes of this unit:

At the end of this lesson you will be able to:

- ◆ Appreciate indigenous artistic dance performances
- ◆ Understand the value of some selected indigenous dance
- ◆ Enhance dance expression
- ◆ Work with Collaboration
- ◆ Enhance Creative power

Appreciating Quality dance is defined by understandings and beliefs about dance education informed by current theory, and practice. These understandings and beliefs are brought into focus through the lenses of learning environment and assessment.

The Learning Lens: The learning lens highlights key understandings about learning that inform quality dance practice.

- Learning is an active, embodied, and social process of constructing meaning
- Is recursive and shaped by the dynamic interaction of prior knowledge and new experiences.

4.2.1. Dance appreciation

Dance Appreciation is an exciting exploration of how to understand and think about dance in all of its various contexts. This lesson explains a brief history of dance with engaging insight into the social, cultural, aesthetic, and kinetic aspects of various forms of dance. Dedicated chapters cover traditional, modern, indigenous, folk dance, and ancient dance, complete with summaries, charts, timelines, discussion questions, movement prompts, and an online companion website all designed to foster awareness of and appreciation for dance in a variety of contexts. Dance Appreciation enables readers to learn and think critically about dance as a form of entertainment and art.

- Value and appreciate the diversity of dance traditions in the north, south, east, and west parts of Ethiopian indigenous dance and view both their own and other cultural traditions as a vital creative resource;
- Develop an awareness of the ethical and environmental implications of your own practices.

Appreciate the following religious and tribal dance of Ethiopia



Tribal dance of body ethnic group



The ritual dance of Gada ceremony

4.3. Value of Performing Art Works of Theatre and Film

Specific learning outcomes:

At the end of learning this lesson, you will be able to:

- ◆ Perform or appreciate artistic values in theatre, and film
- ◆ Understand aesthetics in film and theatre

Concerning aesthetics in Film and Theatre, it is important to understand Aesthetics itself. Aesthetics refers to the philosophy of art that is concerned with the nature of art and closely related to the terms of works of art in which individual or artistic works are evaluated and interpreted. The aesthetic experience is gained from understanding and appreciation of the work.

In aesthetics concept, an appeal that gains attention from the object (work of art) is perceived to be (beautiful). When the meaning reaches the audiences and acknowledged that is when the aesthetic experience gained. Aesthetics as in general, covers the artistic phenomenon left by the (theatre: playwright, director, designer, actors, actress, or an artist) or film maker. It can be dubbed as a theory that has everything to do about beauty in all its delightful, pleasant and stunning aspects that revolves around in the 'World of Art' and beyond. Here, the word (pleasure) derived from the artistic sense, with the 'beauty' filled in the piece of art, or in the work of art (theatre and video). The term aesthetics was broadened to film/video in the late 20th century. The concept of aesthetics is used to assess the artwork (theatre, and film). It is well noticed that every artwork (theatre, film) made is evaluated in different aspects based on the concepts, purpose and how far the concept has reached the mind of its viewer/audience. This sort or type of judgment decides the aim of the artwork presented and considered as an experience gained

from the portrayal of work.

When, dealing with the concepts of aesthetics, the first thing that comes to the mind is the preference. Paying attention to the beauty and details expressed is the basic principle to judge and reason to bring forward both criticism and approval of the audience.

The beauty brought forward, is not just artistic but also made realistic, from scenes used to character portrayed resemble with the characters of real life. This is also called as imitation/representation of characters is otherwise also called as realism.

Aesthetic attains its beauty only when the quality of the art is reached, the visual creativity achieved with its colors and the arrangement giving a visual delight to the viewers and is not realistic visual but emphasis on the way the visual is portrayed.

The intentions in which the artwork is done, the quality does not end with just visual creativity, it extends to the expressions and emotions, that communicate the feelings from one side to other, representing the views of the views and vivid ideas of the crowd in the form of art that not only calls for attention but also arouses emotions of the audiences.

And artist who can understand that kind of emotional pressure can succeed in giving out the right the message to the viewers.

The aesthetic experience is gained from understanding and appreciation of the work. An appeal that gains attention from the object is perceived to be 'beautiful'. The beauty and gracefulness are the basic and the specific aesthetic properties that determine the meaning of the work. In line of Aesthetic application on films, Aesthetic theory of films is the exertion of specialists stipulating the frameworks of cinematic censure spanning intercontinental-wide connecting with cross cutting issues (HIV/AIDS, Corona, War and etc.)

Aesthetics and cinema (film, video) is defined as a metaphysical of the creative skill and its source of determination was the contemporary up-swing fascination of methodical thinkers concerning phlegmatic insinuations on the core subject within the cinematic suppositions and requisitions of the mainstream out flowing in aesthetics down to particular exhibition of a certain motion picture. A cinematic motion picture is frequently subsumed with artistic method. Nevertheless, it does not completely designate identical territory. The film theory, in terms of its lineage, is relatively a focal target of an admonition relating to approximations undesignated to the films and may emanate from a firm hand domination not covered from its inner circle of sphere. It is a presentation of a much broader demonstration of the two fusion of arts (film and television productions) itself using a myriad of incorporated methods, techniques, manpower, devices, apparatus and even the participation of literature in terms of cinematic screen writings particularly in intellectually writing the movie lines, scripts and storyboard frameworks, plus add to that the ability and skills and the talents of the actors and staffs and directors involved in the making of a particular motion picture.

Just like a marriage of the two pillars of art, this union of the aesthetic and the film theory in a cinematic movie. A film can be said as a magnanimous pool to various servants of arts itself. And some of the films listed have made their memorable mark as Aesthetic Films in the Cinema of World. Here, the beauty and gracefulness are the basic and the specific aesthetic properties that determine the meaning of the work.

It is also a set of guidelines or principles that are concerned with the nature and appreciation of beauty in art.

Theatre by itself is an art that includes different mediums of art such as play directing, play acting, play criticism, designing, and all aspects

about theatre production.

On the other hand, theatre is a collaborative art form which combines words, voice, movement and visual elements to express meaning. The field of theatre encompasses not only live improvised and scripted work. Aesthetics in art reflect overall values of a society. An artist of theatre: (actors, actresses, directors, playwright, designers) challenges traditions and advances an audience's thinking through quality of dealing or abstraction. Performing Arts as Aesthetic, whether or not encountered as 'beautiful', the performing arts exist in relation to beauty-centered values such as creativity, imagination, playfulness, balance, coherence, meaningfulness, and so forth. Concerning abstraction, the specific qualities of theatre distinguish itself from any other literary genres. As a theatre presupposes performance, undoubtedly then, it must contain the factors that make it playable.

The aesthetic constitution of a theatre and the characteristics of theatrical discourse, which, together with the aesthetic quality of theatre as a branch of literature, make the total charm of a piece of theatrical creation.

As a form, theatre play is not really a piece of literature for reading because there are three dimensions of a play.

1) It is literature that walks and talks before our eyes as a viewer or an audience.

2) It is not intended that the eye shall perceive marks on paper and the imagination turn them into sights (visions), sounds and actions; the text of the play is meant to be translated into sights, sounds and actions, which occur literally and physically on a stage

3) Theatre text (script) is read differently. It is read as something incomplete, rather than as a fully rounded unit, since it is only physical. In the-

atre, a play is something a person or the audience can see, as is a work of art. The idea of ‘beauty’ is also linked to vision, making it difficult to entirely grasp the aesthetics of play performance. Theatre explores the emotions of beauty such as happiness, anguish, depression or anger.

It would seem more logical, therefore, to proceed on the assumption that a theatre text, written with a view to its performance, contains distinguishable structural features that make it performable, beyond the stage directions themselves. Consequently, theatre in nature is a kind of performing art. The word drama is the companion of theatre that shows the action or to do. To make it theatre, the seeing place and what is done in that place is drama itself. As an art, theatre is that something is seen; something is witnessed. Theatre is the art of making play into work, specifically, into a work of art. It is exhilarating work, to be sure, and it usually inspires and invigorates the energies and imaginations of all who participate. The theatre is artistic work. The word art brings to mind hosts of intangibles: creativity, imagination, elegance, power, aesthetic harmony, and fineness of form. Furthermore, we expect a work of art to capture something of the human spirit and to touch upon senses, but intellectually elusive, meanings in life.

Certainly great theatre never fails to bring together many of these intangibles. The art of the theatre is never pure art in the sense that it represents the personal vision of a solitary artist. Indeed, many pure artists consider theatrical art a bastard form, combining as it does the several arts of acting, writing, designing, directing, and architecture of the play. In theatre, a play is a piece of life animated, shaped, and framed to become a work of art. It provides a structured synthesis sometimes a critique and sometimes a celebration of both life’s glories and life’s confusions.

A play is also a piece of literature. Drama is a live performance, some of whose repeatable aspects may be captured in a written and published text to make the beauty of theatre. Aesthetics in the theatre takes three forms: a) normative b) descriptive and c) production. Normative aesthetics of theatre evaluates a script based on the norms of the time period. Descriptive aesthetics of theatre categorizes types of theatre, as well as types of reception and reaction.

Theatre Esthetics of production analyzes text within a script, taking into consideration the author's intention and the audience's reactions. Morals and ethics in defining an aesthetic take in a theatrical production. Theatre is a special member of the literature family in that it doubles as a branch of the performing art. It follows that the aesthetic constitutions of a dramatic creation is a complex problem, which needs to be settled before the reproduction of these artistic features in translation. The chief aesthetic qualities of a drama lie in its per-formability which can be displayed in several ways as compression, economy (financial), intensity and intrigue. On the other hand, as a subgenre of literature, a theatrical text also shares the aesthetic value with other literary creations, which mainly lie latently in the languages. Generally, art appreciation is useful to understand cultures and societies through works of art (theatre, film) in the sense of beauty.

Exercises:

Discuss the following terms:

- 1) Aesthetics
- 2) Art appreciation
- 3) Theatre aesthetics
- 4) Film aesthetics

4.4. Appreciate Ethiopian indigenous art

At the end of this lesson you will be able to

- ☉ • appreciate and recognition of ways of preparing indigenous art works
- ☉ • appreciate art works

What makes Ethiopia a unique culture and a unique country is not only her amazing landscape and its fantastic people or their traditional foods and drinks. Ethiopia is also unique in her paintings and representations of life as it is lived by the people and drawn by its world famous artists who have achieved international fame.

From the sophisticated and modernist arts of Wossene Kosrov, Zeri-hunYetemgeta, Skunder Bogossia or Gebrekristos Desta to the down-to-earth naturalist portraits of the late Lemma Guya, Ethiopian paintings are defined or influenced by Ethiopian Orthodox Church paintings in their use of color as well as in their subject matter.

Ethiopia has a tremendously rich history dating back to the dawn of humanity. Humans have been navigating life in Ethiopia for millennia with each civilization leaving behind artefacts and clues that have helped us slowly unravel the origins of humanity and life on Earth.

1. Tadesse Woldearegay

Fig 1 coffee ceremony

In this painting depict the coffee ceremony. Ethiopia is well-known for its coffee. Full and fragrant: In the ceremony, coffee is drunk with pop corn, shown in the basket at the lower right.

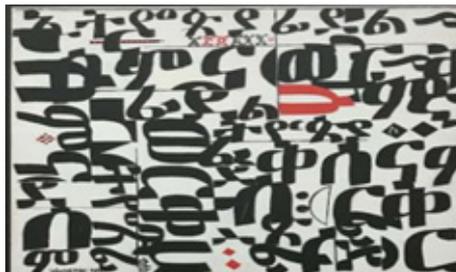
2. Mezgebu Tessema

*Fig 2 the Stretched*

This painting in titled Stretched , which is painted 2013. The work, sized at 146 x 308.5cm, was executed in oil on canvas and represents the boy stretched his hands in to the viewer and the landscape that cover with the rocky mountain. Many of Mezgebu's paintings are an attempt to show that by bringing one's imagination to bear on simple life experiences, the everyday can become extraordinary, and one can sense the possibility of transcending boundaries.

He often find inspiration in nature he like to develop ideas that show connections between diverse elements and environments.

3. Wosene kosrof

*Fig 3 Word play by wesenekosrof*

He is best known for his inventive renderings of the Amharic script; and he is the first Ethiopian-born contemporary artist to incorporate

these script symbols as a core aesthetic element in fine art paintings. His recognizable "signature" emerges by distorting, elongating, dissecting, and reassembling the symbols as images. Amharic is derived from the ancient language Ge'ez and a major modern language of Ethiopia, is one of the few written systems indigenous to Africa.

4. Memorial The Red Terror Martyrs



Fig 4 the Red Terror Martyrs'

The Red Terror Martyrs' Memorial Museum is located at the corner of the historical Meskel square of the city of Addis Ababa. At the entrance, a bronze statue was erected. It consists of three girls who are crying and it represents the victims of the period of repression known as Red Terror (1977-1978).

5. Monument Lion of Judah



Fig 5 Monument Lion of Judah

The monument to the Lion of Judah is a statue of the Lion of Judah, symbol of Ethiopian Emperors and Addis Ababa is located in Ethiopia

6. Statue of Oromo people



Fig 6 Statue of Oromo people:

Statue of Oromo people, in front of the Oromo Cultural Center (Gid-du-gala Aadaa Oromoo) of the Oromo people, the largest ethnic group of Ethiopia, outnumbering Amhara people. Addis Ababa.

7. statue of Emperor Haile Selassie



*Fig 7 statue of Emperor Haile Selassie:
sculpted by artist Bekele Mekonnen, (Ass. Professor)*

The African Union has unveiled the commemorative statue of Emperor Haile Selassie at the 32 African Union Summit in Addis Ababa on 10 February 2019 in Addis Ababa. The statue of Emperor is an important recognition to his effort towards Africa's liberation and unity leading to the formation of the Organization of African Unity (OAU) in 1963.

8. statue of the emperor Menelik II



Fig 8 statue of the emperor Menelik II

Menelik II Statue is a statue of the emperor sitting gloriously on a horse, and has been standing there since 1930. The statue was erected in memory of the battle of Adowa. This was the only major battle in the histo-

ry of Africa, when Emperor Menelik and his army defeated the Italian army. The victory of Adowa became somewhat of a national fiesta in Ethiopia.

Exercise 4.4

I. If the statement is correct write true and if the statement is incorrect write false.

1. Ethiopia has a tremendously rich history dating back to the dawn of humanity.
2. Artist Mezgebu Tsema ideas that show connections between diverse elements and environments.
3. There is nobody known for inventive renderings of the Amharic script in Ethiopia.
4. The Red Terror Martyrs is not memorial statue.

II, Answer the following Questions

1. After visiting the museums in your city write a brief description of the works of art in group.
2. Students, as a group, visit the sculptures and monuments in your city and write a short description on it.

Summary of unit four:

The subject Music opens up an exciting world of creative and personal exploration. Music is an art of science. It can be assess, evaluate and appreciate by listening, singing, writing and reading musical works. In the field of art education, students not only draw pictures, but also the activities around them, to enhance their natural vision, and to stimulate their curiosity about the arts. and student to communicate with the field

by introducing perceptions, impressions, observations, researches, associations, inventions, information, evaluation and many other intellectual processes while delivering new forms to original forms. Art appreciation is useful to understand cultures and societies through works of art such as theatre, film in the sense of beauty.

Unit final exercise:

I. Match the words with their definitions.

A

- _____ 1. Sharp
- _____ 2. Step
- _____ 3. Pitch
- _____ 4. Duration
- _____ 5. Half rest
- _____ 6.clef
- _____ 7. Rhythm
- _____ 8. Melody
- _____ 9.Harmony
- _____ 10.Half note

B

- A. relative highness or lowness of a note
- B. the systematic arrangement of musical sounds According to duration and periodical stress
- C. Two beats sound
- D.the symbol at the beginning of a piece of music; the first symbol that appears on the staff
- E. longer or shorter in time
- F. a series of musical notes played one after another
- G. Two beats silence
- H. an interval between two notes; a tone or semitone
- I.two or more notes sounded together
- J.a note raised a half step above its natural pitch

Exercise one

II. Fill in the blanks with the correct words from the list.

Flat, Neutralize, Ledger, Octave, Half, step, Natural, Staff, Measure

1. A _____ is equal to one fret on the guitar (notes right next to each other).
2. When the ____ symbol is placed next to a note, it means to cancel any Sharps or flats previously used within that bar of music.
3. The _____ is comprised of five lines and four spaces. Notes are placed on these lines and spaces.
4. A _____ lowers a note one half step in pitch.
5. The bar is a subdivision of time in music. It's one _____ of a piece of music.
6. A _____ line is a small line that extends the staff for higher or low pitches.
7. A natural will _____ a sharp or flat, so that the note reverts to its original position.
8. The _____ is the eighth note with the same name as the first one, in a set of consecutive notes.

Unit

5

Connection, Relation and Application

General learning outcomes of unit Five

At the end of unit five, you will be able to:

- ◆ Connect musical works with other subjects and other cross cutting issues.
- ◆ Know the relationship of music to other subjects.
- ◆ Connect dance works with other subjects and other cross cutting issues
- ◆ Know the relationship of dance to other subjects
- ◆ Will be able to connect performing arts with other subjects and cross cutting issues (theatre, film or video).
- ◆ Decorate home and surrounding.
- ◆ Understand about pottery and ceramics.

Introduction to unit five:

Music is an ideal form of art to be integrated in other subject's instruction. Links between music and other subjects are very rich and include melody, rhythm, intervals, scales, harmony, tuning, and natures. The

Connection of dance works with other subjects and other cross cutting issues. This unit introduces the learners that they will be able to connect and apply theatre, film/video arts with other subjects and the meaning of interior decorating that is simply outfitting a space with items you like. For some, the aesthetic of their home is so important to them that they enlist a professional interior designer to choose furniture, wall-coverings, accessories, rugs, and more.

Specific learning outcomes of unit five

At the end of this lesson, you will be able to:

- ◆ Understand the importance of music to other subjects.
- ◆ Identify the different types of songs related to other subjects.
- ◆ Understand the importance of dance related to other subjects
- ◆ Identify dances more linked to specific field of studies
- ◆ Differentiate the power of connected and none connected songs.
- ◆ Link the selected songs with English language education.
- ◆ Apply musical works for other subjects.
- ◆ Connect performing arts (theatre, film/video) with other subjects.
- ◆ Apply performing arts in other subjects.

5.1. The importance of songs related to other subjects

Specific learning outcomes:

At the end of this lesson, you will be able to:

- ◆ Understand the importance of music to other subjects
- ◆ Identify the different types of songs related to other subjects

The idea of connecting music to other subject is essential to implement this lesson effectively. Study has proven that music education dramatically increases early brain development and improves yours overall academic performance. The following concepts are organized for you to refer and read to get more information about the importance of when connecting music to other subjects.

- **Enhances Higher Brain Function:** Music lessons have been shown to improve a child's performance in school.
- **Provides Important Experiences:** Music activities provide children with important experiences that can help them develop physical co-ordination, timing, and memory, visual, aural and language skills.
- **Develops Quick and Decisive Thinking:** - During musical performance, students must constantly turn their thoughts into action.
- **Build Teamwork Skills:** Ninety-five percent of respondents to a 1997 Gallup survey agreed that playing in school band is a good way to develop teamwork skills.
- **Enhancement Cooperation:** The social climate of music instruction is marked by cooperation, whereas in most other subject co-operation is lacking or replaced by competition. Only by working together can students play a musical performance. You learn that co-operation is a means to an end, which can be applied to other goals.

In general, connecting music with other subjects is essential tool to enhance, encourage, motivate and transmit the necessary information to you. The importance of connecting music in between with other subjects, the following songs are presented as follows.

Song Ferere Jacques



① ②

1 2 3 4

Are you sleep - ing? Are you sleep - ing? Bro - ther John Bro - ther John
Frè - re Jac - ques, Frè - re Jac - ques, Dor - mez vous? Dor - mez vous?

5 6 7 8

Mor - ning bells are ring - ing, can you hear them ring - ing? Ding, dong, ding, ding, dong, ding.
Son - nez le ma - ti - nes, son - nez le ma - ti - nes Din, din, don, din, din, don.

Pre-assign instructional Activity

- ▶ Sing the assigned songs.
- ▶ Contribute to the discussion about the importance of music to other subjects
- ▶ Select their first song poem.

During the lesson

- ▶ After a specified length of time, you have to be ready to actively participate in the lesson.
- ▶ Respond to the next topic or question using the same colored marker they began with.
- ▶ Sing the songs again and again and then identify where the information was connected to other subject.
- ▶ Compose a short song poem, and perform with in the groups.

After the lesson

- ▶ Display and report the information on the song performance.

5.1.1. Selected songs connected to English language

Specific learning outcomes:

At the end of this lesson, you will be able to:

- ◆ understand the links between songs and language learning
- ◆ Identify songs more linked to English language learning
- ◆ Demonstrate more linked songs to English language education

The content of the unit and the level of music covered in the texts, concerning musical knowledge, starts from the very beginning level with the basic concepts and terms used in music language. However, as for the level of English used, it assumes a minimum of intermediate knowledge of general English on the part of learners, so that they can fully understand the concepts and technical language of music as they progress through the units. Below is some selected sample of poems that students could use as an extension of the Adding Details paragraph on the theme of Frere Jacques.

Pre-assign instructional Activity

- ▶ Listen carefully to the instructions about the process. Clarify if needed.
- ▶ Get into groups of five.

During the lesson

- ▶ Ensure that each group member has an opportunity to contribute to the songs.
- ▶ Review the selected songs together to ensure that each song items can be read and understood.

After the lesson

- ▶ As other groups report, individually note the top three items of inter-

est or concern.

Pre-Unit Assessment Introduction:

Level	Skills	Yes	No
1	Song has a title		
1	1 Song has a chorus		
1	1 Song has at least one verse		
1	1 Each line of the verse contains about the same number of syllables		
1	1 All verses contain the same number of lines		
1	1 Each line of the chorus contains about the same number of syllables		
1	1 Chorus repeats itself (is not different each time)		
2	If the songwriter intended to rhyme, the song maintains a consistent rhyme scheme		
2	Theme evident in the chorus		
2	Verses contain supporting details		
2	Title, chorus, hook, and theme relate to each other		
2	Song contains a message about the theme		
2	If the songwriter intended to rhyme, the song maintains a consistent rhyme scheme		
3	Song demonstrates a grasp of exact and approximate rhyme		
3	3 Song includes one or more descriptive images, similes, or metaphors		

5.1.2. Selected songs linked to Maths education**Specific learning outcomes:****At the end of this lesson, you will be able to:**

- ◆ recognize the links of songs related to math
- ◆ Categorize songs more linked to math or numbers
- ◆ Determine more linked songs to math education.

Music is an ideal form of art to be integrated in mathematics instruction. The links between music and mathematics are very rich and include melody, rhythm, intervals, scales, harmony, tuning, and natures. These musical concepts are related to the mathematical concepts of proportions and numerical relations, integers, logarithms and arithmetical operations and the content areas of algebra, probability, trigonometry, and geometry. In regard to the first point, music can be used to engage students in learning mathematics in an enjoyable but also relevant way. Secondly, music can be used as a resource by teachers to present and design mathematical problems in non-routine ways. This provides students with the opportunity to apply their mathematical knowledge in meaningful ways and connect new mathematical knowledge to existing knowledge. An important aspect of this lesson is mathematics lessons and the effect of using connections between music and mathematics to improve students' mathematics learning. Rather than using a single activity to intervene with a single group of people taught. Effective mathematics instruction subjects are interconnected with music is makes the mathematics lesson be effective. Some songs related to mathematics exercise are presented as follows:

Pre-assign instructional Activity

- ▶ Read the poem of the song
- ▶ Sing the assigned song

During the lesson

- ▶ Follow the instruction of your instructor
- ▶ Sing a song phrase by phrase

After the lesson

- ▶ Write a short poem and melody related to mathematics or numbers
- ▶ Sing with your friends discuss about your songs with your colleges

5.2. Connection of Dance with other Subjects and Cross Cutting Issues

Specific learning out comes:

After learning this lesson, you will be able to:

- ◆ understand the links between dance and painting
- ◆ Identify songs more linked to painting learning
- ◆ Demonstrate more linked dances to art works.

Dance performance offers learners diverse, unique, and powerful ways of perceiving and making meaning about the world. Dance is considered an expressive form of literacy with a unique set of language, skills, knowledge, and practices. Dance is an important way of knowing that expands learners' repertoire of illiteracies needed to make and communicate meaning in diverse and evolving contexts. Ways of knowing in dance are unique and powerful resources for making meaning that are not always possible through other representational forms.

In this shifting and complex world, literacies are interconnected and codependent. Since all literacies contribute to meaning making in dif-

ferent ways, it is important for learners to develop a diverse range of literacies, including artistic literacies, from which to choose depending on meaning-making needs and contexts.



Image 1. The performing dance of south Omo

The idea of linked dance to other subject like theatre art is mandatory to implement this lesson effectively. The following concepts are prepared for you to refer and read step by step to get more information from this unit. Read each verses and notice the idea written under the contents of this unit. In this activity, students use the whole individual and group performance is better to transfer the new dance experience to link with other subjects. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Analyzing and evaluating dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes.



Image2.



Amaharic dance with musical instruments Masinko (lire)

This lesson is provided to grade seven dance students with the basic skills of dance and apply its principals to dance performance.

- Students will be guided through the process of dance performance and appreciate indigenous and modern dance performance.
- Students will identify the characteristics of the dance; elements of dance and harmony of the dance performance related to theatre arts.

Before the lesson, have an opening discussion about the selected dance (or another topic). Ask students to explain dance performances.

5.3. Connecting Theatre, Film/Video with other Subjects and Cross-cutting Issues

Specific learning outcomes:

At the end of learning this lesson, you will be able to:

- ◆ Connect performing arts (theatre, film/video) with other subjects
- ◆ Apply performing arts in other subjects

To apply and connect performing arts such as theatre and film, for example: the Theatre expert can use music as the integral part of theatre production in which music art applied to the performance on the stage that brings the audience to reveal the inner emotional life of a character, foreshadow a vicious attack or budding love, or comment on the action onstage while performing or acting in front of live audience.

On the other hand, the application of music elements widely applied in musical theatre that encompasses music composition to make musical theatre. Genres of musical theatre include opera, ballet (dance theatre) and several forms of musical theatre, from pantomime to operetta (musical play) and modern stage musicals and revues.

Musical theatre uses different elements of music to foster a social awareness through exposure to the social issues, events and cultures that are portrayed in the scripts and its performances on the stage. You will learn the communication with who, what, where, when, and why to the audience or viewer to understand musical performance. Both theatre and film offer a story told in dramatic form through the two means of story delivering. In this case, they are much alike through an enactment of

scenes by performers who speak and act as if they were actually the people they represent.

They differ in that theatre does have live audience, live performers (actors, actresses), and live performers such as ballet (dancing theatre or theatre), musical play or opera. But the cinema or movies do have motion pictures that are recorded by using the instrument called camera. Not only performance, but also theatre refers to the building (the place where to see theatre, design of theatre houses, and related layouts of the building, all staff working in the hall and etc.).

It may also occur in the outdoor setting in which the performances takes place. Live theatre and film or movie seems similar, but they are different in form. Theatre is stage basement. Film is audio-video basement.

Theatre arts can be integrated with dance. The integration of dance and theatre comes together and makes the theatrical for called physical theatre through physical movement of performers to express the story needed. In this term, dance is used as rhythmical movements while performing on the stage.

Dance theatre (physical theatre) encompasses a story in drama through movement.

To build citizens in ethics, Civics and Ethical Education is mandatory for citizens to express them with both their rights and responsibilities to guide them by social values and encouragement of active participation. We can apply theatre arts even in Civic and Ethical Education, because Civics and Ethical Education is useful to fasten the relationship between an individual and a state and governing an individual citizen's relations with other individuals and social groups. In this case, you will be able to handle the bad behaviors of citizens by merging Theatre in Ethical Education.

On the other way, Civics and Ethical Education can be used as the means of conflict resolution. We can integrate terms of physics in theatre by making drama or play about conflict. Here, understanding conflict is important that could be applied through theatre performances. E.g. Participatory theatre: theatre of the oppressed.

As social communities we have different experiences and live in a world of differences in such of ideology, belief systems, and ethnicity, social and cultural values. These differences are completely natural phenomenon. We can't totally stop or banish them. These natural differences can become the basis, or starting point for conflicts when two or more people believe that the other is an obstacle to getting what they want. We do create the story how people get into conflict and then we can perform it in drama.

Conflicts take many different forms, from private disputes to widespread wars. They occur between adversaries as well as between friends and family members. They can be over something physical or emotional. And they can take many different forms. It is when disagreement devolves into violence that conflict can destroy communities, countries and relationships. The conflict may occur between individuals, individual with himself or herself, individual with societies, individual with the groups, individual with environment and individual with God.

A conflict by itself can have numerous benefits. As we see our everyday lives, all social change stems from conflict. On the other hand, without conflict, our society would not evolve, injustices would never be called into question, and relations would remain frozen. Conflicts can create progress, dialogue, better understanding of each other and even greater trust and intimacy. How we deal with these conflicts is the difference between peace and war, between community and chaos. We can merge

theatre and Ethical education to solve the conflict between individuals in drama or play.

So often we think that the only result of conflict is winning or losing. We think we need to fight. But we actually have a choice. We can feed the conflict or we can transform it. You have that choice.

Everyone around you has that choice. Often we see the only possible outcomes of a conflict as either victory or defeat. We believe that we have no other option than to fight. But, in fact, we always have a choice. We can feed the conflict or transform it. As people of the theatre, we know that just as conflict is a natural part of life it is a critical ingredient of drama.

Theatre serves the society as a place for a society to gather, witness their own conflicts, and reflect upon possible solutions. Theatre gives spectators (audiences) the opportunity to stand outside a conflict, watch each adversary in action, and empathize to a degree with each side. Especially, in participatory theatre, the audience participates in the performance to shape the action on the stage.

In participatory theatre, audiences have the chance to witness real people in the process of encountering these challenges in one another. As a result, audience members are better able to connect with the deeper wants and needs that motivate the core conflict of the play. Theatre, in fact, embodies many of the key techniques and tenets of the “common ground” approach, whereby deeper understanding can promote more effective solutions for resolving conflict. Participatory theatre is even more effective in serving this mission. It not only encourages the spectator to identify with characters in conflict and then asks audience members to step onto the stage and literally fill characters shoes. The act of empathizing is taken one step further as the public attempts to find novel

and positive solutions to the conflict.

Participatory theatre productions offer communities the opportunity to actively reflect together by using the stage as a place to explore new ways of living and to express new visions of the future.

As it is mentioned above, we can integrate theatre in different field of studies and make the connection with other subjects to apply more benefits of performing arts through teaching and learning. Theatre can go with Amharic subject, Chemistry and even Physics as an energizer art.

5.4. Connection of Visual Arts with other Subjects and Cross-cutting Issues.

Interior decorating is simply outfitting a space with items you like. For some, the aesthetic of their home is so important to them that they enlist a professional interior designer to choose furniture, wall-coverings, accessories, rugs, and more.

1. The purpose of the Lesson

At the end of this lesson you will be able to

- how to decorate home and surrounding
- understand about pottery and ceramics

5.4.1. Decoration of home and surrounding with pottery and ceramic

Pottery has played an artistic as well as utilitarian role throughout history. It's been handed down through generations. From prehistoric storage jars to tiles on the space shuttles, pottery and ceramics have played a key role in innumerable human endeavors.

We can beautify our home and surroundings in a variety of ways. Among the many ways we can decorate our home is by using ceramics. With these decorative materials, we can decorate our surroundings using flower pots with special lighting fixtures.

A. Vases

The great thing about vases is that they look great both on their own and with flowers in them. Ceramic vases are extra nice because the stems of flowers can't be seen through them.



Fig 1 Ceramic Vase

(In fig. 1) these super simple minimalist white ceramic vases look great both on their own and as a set.



Fig 2 black & white polygon vase



Fig 3 geometric ceramic vases

These geometric ceramic vases add depth and dimension to your interior and create the perfect home for a bouquet of fresh flowers.

B. Lighting

You have to have them so why not use ceramic ones to change it up a little and create a unique lighting display in your home.

These ceramic pendant lights bring color and brightness into your interior in more ways than one.



Fig. 4 Pendant ceramic Light fittings

Lighting fixtures In addition to the hanging ceramic fittings, you can create more beauty by using pottery table tops and ceilings.

The smooth folds in these ceramic pendant lights make it hard to believe that you could be made from anything other than a soft fabric.



Fig. 5 pottery table lampshade

C. Dishes

Ceramic dishes come in a wide range of colors shapes and sizes to add an original aspect to your kitchen and make serving up food a little more appealing.

Uniquely shaped plates and serving dishes give mealtime and entertaining a more unique look.

You also decorate home with designed and glazed dishes plate.

Super simple white ceramic plates are an essential in all stylish kitchens. Ceramic plates with a glossy finish and in muted colors add a little something extra to the dinner table.

D. Cups

The best part of drinking from a ceramic mug is wrapping your hands around it and letting the heat from your tea or coffees warm them up on a cold day.

The smooth glossy finish and the curved bodies of ceramic mugs make you the perfect ones to grab when curling up with a tea or coffee.

E. Planters (flower pots)

Unlike other planters, ceramic ones give your plants a sophisticated home and will definitely help keep them alive longer.

These ceramic planters with wooden stands combine two natural elements and create a modern place to display your plants.



Fig. 6 ceramic flower pots

Add plants. A great way to inject a little color and interest into basic decor is by adding an interesting piece of pottery in an unexpected place. Instead of plain terra cotta, try putting your houseplants in beautifully glazed pots.

Exercise 5.2 (A)

1. Make sample decoration of your class room with pottery and ceramic
2. Make different types of lamp shades with clay and show your teachers

Exercise 5.2(B)

If a statement is correct write ``True`` and if it is incorrect write ``False``

1. Ceramics are used only for dishes.
2. We can decorate our home using ceramics and potteries.
3. Ceramics and potteries products are not for outdoor use.
4. Ceramics are used for plants.
5. Potteries cannot be used for decorations.

SUMMARY:

- Performing and visual arts include music, dance, theatre and visual art. The arts such as visual art, dance, theatre, music, and media arts (PVA) are legally defined as a core thematic area in Ethiopian education;
- This grade level was designed to provide quality education in teaching performing and visual arts studies in Ethiopian 1st and 2nd cycle schools.
- The four main modes of "qenet" are "tezeta", "bati", "ambassel" and "anchihoy", with 3 additional modes that are variations of the main 4 modes: "tezeta minor", "bati lidyan", and "bati minor". Ethiopian music is generally heterophonic or monophonic, while certain areas in the south of the country use a polyphonic style (Dorze polyphonic).
- Dance is a way of knowing and communicating. All societies use dance to communicate on both personal and cultural levels and to meet physical and spiritual needs. Dance, as with all the arts, has its own language. We need to learn this language in order to fully understand and appreciate the world of Dance.
- Theatre by itself and its study is not a stagnant or static phenomenon rather it consists of the ongoing thoughts that evolved from ritual concept to different societal purposes such as educational development, economic, community status, religious teaching, political, language function, culture, customs, conventions of the past, historical present and the present societal conditions through the dynamism process of societies in the general situations of human life to exist in the reflection of theatre arts.
- The Element of Design Space refers to the area within, around, above or below an object or objects. It is important to creating and understanding both two dimensional and three dimensional works of art. With three dimensional arts the space things occupy is real as is the space around object. In two dimensional arts this is definitely not the case. Two dimensional arts exist on a flat surface, so if something looks three dimensional- it is an illusion! Even the most realistic

paintings or photographs are illusions. Two dimensional artists use a number of "tricks" for creating the illusion of depth in their art. Point A point has no dimension or scale. When made visible as a dot, the point establishes a position in space.

Summary Questions:

I. Say True or False:

1. Film never existed in Ethiopia.
2. Film industry is only about profit making.
3. Ethiopia is rich in Film industry.

III. write the correct answers

4. Who is Ethiopian Outstanding music expert?
5. Name the three kinds of St. Yared melodic styles?
6. Name the four kinds of Ethiopian music kignet?
7. Who is Ethiopian Outstanding music expert?
8. 2. Name the three kinds of St. Yared melodic styles?
9. 3. Name the four kinds of Ethiopian music kegnet?
10. What is the role of gender and sexuality in the creative process?
11. How do we perceive and classify the gender and gender roles
12. Do we choose and assign materials that openly and clearly address issue of gender?
13. Do we address gender and sexuality in our choice of words example phrase, questions and corrections?
14. Are we really sensitive to and tolerant of diversity?

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