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BIRDO BARNICOTA BULCIENGA MAGAALAA FINFINNEE
ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU

Performing and Visual Arts Grade 8

Student's Text book



Addis abeba City Administration Education Bureau



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Grade 8

Student's Text book

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2022 G.C





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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 thanked Dr. 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 8 PVA:

The arts such as visual art, dance, drama, theatre, music, and media arts (PVA) are legally defined as a core content area in Ethiopian education; they are commonly considered as special subjects and usually the first area of study to make room for something new innovation and discoveries about performing and visual arts in the societies of our country.

However, educators must never underestimate the power of the arts to inspire and delight children and learners. Due to the importance of PVA (performing and visual arts) that promote endless ways for your learning to create meaning and find fulfillment in learning and teaching means of knowledge delivering.

The program 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 that 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 8 educations.

This grade 8 PVA 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 8 educations that was fit for capable



Unit four:

Aesthetic Values

Introduction to unit four:

The word Aesthetics is derived from the Greek word “Aisthetikos” meaning sensitive. According to oxford dictionary, Aesthetics is a set of principles concerned with the nature and appreciation of beauty. Aesthetics is a branch of philosophy which deals with questions of beauty and aesthetic taste. The philosophy of art is directly related to this concept. Aesthetics and art ask questions. What is art? What is work of art and what makes good art? .This unit introduces the learners about value of performing arts works.

In Film and Theatre, 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. When we listen to a piece of music, we respond to certain characteristics that provide value to our musical sensibilities. This artistic value is aesthetic, and also, independent. They include the form, content, integrity, harmony, purity, or fittingness of works.

We define an aesthetic experience of music and dance, “as one in which





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the individual immerses herself in the music or dance dedicating her attention to perceptual, cognitive and affective interpretation based on the formal properties of the perceptual.

On the other hand, Aesthetic value is the value that an object, event, or state of affairs possesses in virtue of its capacity to reason pleasure (positive value) or displeasure (negative value) when appreciated or experienced aesthetically.

General Learning outcomes:

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

- ❖ Understand the Value of music art works
- ❖ Compare and contrast music art works
- ❖ Understand the Value of dance art works
- ❖ Compare and contrast performing art works (music, dance, theatre, video)
- ❖ Know the value visual of art.
- ❖ Identify main purpose of art

4.1. Value of Music works, compare and contrast music with dance and theatre

4.1.1. Value of Music works

Specific Learning outcomes

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

- ❖ Identify the values of music arts
- ❖ Explain the values of musical works



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Marked by eerie and ancient-sounding tones, typical of traditional Ethiopian music, **Ethio-jazz** also displays the sensual undertones of soulful jazz. Read on to explore the dramatic story of Ethiopia's most recognizable music genre.

Trad/Mod and the Golden Age. Traditional music forms the basis of all Ethiopian styles. Even the most famous modern singing stars like Tilahun Gessesse or Mahmoud Ahmed have two repertoires, one modern, the other rooted in tradition.

Ethiopian traditional music is best expressed with its musical instruments, besides the contribution of the renowned vocalists. The most characteristic and widely used instruments are the **masinko, the krar, and in the church mostly useful washint, begena, kebero, and the tom-tom.**

Hip hop music started influencing Ethiopian music in the early to mid-2000s and culminated with the creation of Ethiopian hip hop, often performed in the native Amharic language. Teddy Yo and Lij Michael, are often credited with helping to spread the influence of the now dominant genre.

Mulatu Astatke (1943 -) With an HPI of 60.85, Mulatu Astatke is the most famous Ethiopian Musician. Like its people's fashion sense, the music of each of Ethiopia reflects the distinct personality of the country's various ethnic groups. Traditional music incorporates **African folk sounds**, but generally is less rhythmic and more string- and reed-based than that of other African countries.



Exercise (1):**Explain the following questions:**

1. What kind of music is popular in Ethiopia?
2. What instruments are used in Ethiopia?
3. What instruments are used in Ethiopia?
4. Who is the famous musician in Ethiopia?
5. How would you describe Ethiopian music?

4.1.2. Compare and contrast musical works with dance**Specific Learning outcomes**

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

- ❖ Compare and contrast music and dance work
- ❖ Compare and contrast music and theatre work
- ❖ Understand the link in between music, dance and theatre performances

Socialization and **interaction** are central features of dance as a group experience. Music provides unique and powerful tools and processes for communication and collaboration that transcend time, place, language, and culture. The collaborative nature of dance education nurtures positive relationships and interactions.

Traditional music was similar to how life was, during the time period. Modern music shows emotion or describes people in everyday life. Contemporary musicians also can be influenced by older musicians or artists from a bygone era.

Western Music is, broadly speaking, expressed with emphasis on the



Unit four Aesthetic Values

downbeat, whereas **African music seems to emphasize the rhythm on the upbeat**. Sometimes, to the untrained ear, African music appears deceptively easy to reproduce, but once you try it, there seem to be layers beneath layers of rhythm.

African singers use a wide variety of sounds. The melodies are short, repeated over and over, also include **whistles and yodels** which is peculiar to African style of music. Soloist often improvises new melodies while the chorus continuous with the original melody creating a polyphonic structure.

Traditional music was similar to how life was, during the time period. They've learned music through hearing others play it. Contemporary music also can be influenced by older musicians or artists from a bygone era.

Traditional music, itself, **represents traditions and customs of a nation**. In conclusion, traditional music is much more important than the modern international music which can be heard in every part of the world. Youngsters should give their heart to their own traditional music to keep their cultural heritage alive.

Throughout Africa, there are four distinct categories of musical instruments: **drums**, wind, self-sounding and string instruments. The African drum (called the heart of the community) is the most significant instrument as it reflects people's moods and emotions, and its rhythm holds dancers together.

Traditional music was similar to how life was, during the time **periodEthio-jazz** also displays the sensual undertones of soulful





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jazz. Ethiopian traditional music is best expressed with its musical instruments, besides the contribution of the renowned vocalists. Traditional music incorporates African folk sounds, but generally is less rhythmic and more string- and reed-based than that of other African countries. Music provides unique and powerful tools and processes for communication and collaboration that transcend time, place, language, and culture.

Exercise (2):

1. What are the similarities of traditional and contemporary music?
2. What is the difference between African and popular music?
3. What makes African music different from other forms of music?
4. What are the similarities of traditional music and contemporary music?
5. What is the importance of traditional music to contemporary music?
6. What are the most important elements of African music?

4.2. Value of dance works, compare and contrast dance with music

4.2.1. Value of dance works

Specific Learning outcomes

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

- ❖ Identify the difference and relationship of music and dance work
- ❖ Understand the link in between music and dance performance



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Cultural preferences are strongly embedded because humans are highly social creatures with strong needs to fit within our groups. There are many layers of culture, from work and family cultures to community and regional cultures up to national and even international cultures based on shared heritage and language. Culture is learned but is also constrained by human nature.

People who think “Dance is fun” usually go on to think “dance is just an extension of simple children’s play and therefore of no “real” educational value.” This is simply not true, especially when professional dance instructors are providing a planned course of dance education aimed at a specific age level.

It is also often observed, this is agreed upon by almost all parents and educators of young dancers. However basic assumptions that dance classes for children are non-educational for the most part go unchallenged. Still leaving the question unanswered, “What all does you learn in dance class?”

Dance can make a powerful contribution to the development of our body and mind, having benefits which range from those that are largely academic to the growth of social skills and contribution to overall development. It is a unique form of communication that can change the way pupils feel, think and act.

The followings are the main important points of the value of dance:

➤ 5 Lasting Values of Dance Classes

1. Dancing Ability. It’s universal and truly portable. ...
2. Social Interaction. Dance lessons have a way of developing and improving social relationships. ...



3. Having A Healthy Hobby. Having healthy hobbies are important to living a well-balanced life. ...
4. Lasting Friendships Formed. ...
5. Educational Value.

➤ Health benefits of dancing

- Improved condition of your heart and lungs.
 - Increased muscular strength, endurance and motor fitness.
 - Increased aerobic fitness.
 - Improved muscle tone and strength.
 - Weight management.
 - Stronger bones and reduced risk of osteoporosis.
 - Better coordination, agility and flexibility.
- Dance **burns calories**, strengthens muscles, improves balance, increases flexibility, and gives the heart a good workout. Dance has also been proven to increase cognitive development

➤ Dance Critique

1. Watch, listen, and experience the performance with an open mind. Do not view the dance as if it were a movie; you must involve yourself and be an active participant.

Reread, edit, proofread, read aloud, and have someone else read your critique, And take it to the writing Centre.

- The most important element of dance is **music**, and it is rare for dance of any kind—social, theatrical, or religious—to develop



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without musical accompaniment.

- Through the years, dance brings deeper self-expression, more truth, and deeper satisfaction. For the individual dancer, the value of dance is **self-creation and fulfillment**—using your body to create art and to access your inner beauty and strength.
- **5 Life Lessons You Learn From Dancing**
 - Determination. No one was born knowing how to high kick or pli . You got there by practicing. ...
 - Teamwork. You know the importance of a team that’s in sync. ...
 - Talent. Even if dancing is your strongest talent (or even if it isn’t), don’t forget you have others, too.
 - Finally, a great way to remember the five elements is by thinking of the acronym COVER: **Body, Action, Space, Time and Energy**.
- Artistic dance education serves **to stimulate conscious understanding of the language of movement and to develop aesthetic knowledge and skill in movement expression**. Education in the art of dance provides students with deep, thought-provoking experiences that combine many art forms and disciplines.
- **“A beautiful performance, very emotional and moving.”**
“You have great charisma – please keep this, as this will



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distinguish you from other dancers.” “You put your heart and soul into the dance. Very gifted, well done!”

- So, why dance..... Being part of a strong dance community will help to **support and grow attention span**, discipline, self-esteem, perseverance, physical strength as well as emotional balance. It helps with self-expression as well as academics and much more.

Exercise 1

Read the following questions and if they are correct write “True” and if they are incorrect write “False”

1. Dance is fun” usually go on to think “dance is just an Extension of simple children’s play
2. Dance can make a powerful contribution to the Development of our body and mind,
3. Artistic dance education serves to stimulate conscious Understanding of the language of movement.
4. Education in the art of dance provides students with deep, Thought-provoking experiences
5. Dance has also been proven to increase cognitive development

Exercise: 2

1. What is the value of dance?
2. What is the benefit of dance?
3. What are the values and importance of dance?
4. What are the most important elements of dance?
5. What is the value of dance for personal development?



➤ **Dance and Music**

Music is a sound, or the study of such sounds, organized in time while dance is a sequence of rhythmic steps or movements usually performed to music, for pleasure or as a form of social interaction.

➤ **Dance is a form of music**

Dance music is, **music composed specifically to facilitate or accompany dancing**. It can be either a whole musical piece or part of a larger musical arrangement. In terms of performance, the major categories are live dance music and recorded dance music.

➤ **Contribution in between the dance and music**

There is a huge correlation between dance and music.. Music– the rhythm and rhymes with beautiful voices.. Dance– adds power and energy to the dancer and some songs.

➤ **Dance and Music**

During a dance performance, music plays an important vision and guiding role in dancer's body movement, stimulates dancers' inner throbbing and gives more passion to dancers, so that they will have the strong desire for performance. Excellent music works can never escape from the dancer's acute ears.

➤ **The five elements of dance**

Here we detail the five elements that all forms of dance and creative movement have in common: **body, action, space, time and energy**.





➤ Rhythm and music

In essence, a music piece's beat is its unchanging tempo, while the rhythm is a **pattern in which a piece's notes flow**.

➤ The Types of rhythm

We can use five types of rhythm:

- Random Rhythm.
- Regular Rhythm.
- Alternating Rhythm.
- Flowing Rhythm.
- Progressive Rhythm.

➤ Melody example

Melody is used by every musical instrument. For example: Solo vocalists use melody when they sing the main theme of a song. ... Some choruses sing the same notes in unison, like in the traditions of ancient Greece.

➤ Element of body in dance

In dance, the body is the mobile figure or shape, felt by the dancer, seen by others. The body is sometimes relatively still and sometimes changing as the dancer moves in place or travels through the dance area. Dancers may emphasize specific parts of their body in a dance phrase or use their whole body all at once.



➤ The six characteristics of a good dance

Specifically, in dance we identify six dynamic qualities: **sustained, percussive, swinging, suspended, collapsed, and vibratory.**

Exercise:3

1. What is the difference between music and dance?
2. Did you notice the contribution in between the dance and music?
3. Is dance a form of music?
4. How important is music and dance?
5. What are the five elements of dance?
6. What is melody example?
7. What is the element of body in dance?
8. What is the difference between rhythm and music?
9. What is the element of body in dance?
10. What are the six characteristics of a good dance?

4.3. Value of Theatre Art Works, compare and contrast dance with music and theatre

4.3.1. Value of Theatre Art works

Specific learning outcomes:

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

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





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In Film and Theatre, 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.

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.

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.

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.



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

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 upswing fascination of methodical thinkers concerning phlegmatic insinuations on the core subject within the cinematic suppositions and requisitions of the mainstream outflowing 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 screenwritings 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.





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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



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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 theatre, 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.

The construction of the scene/film allows the director to explore themes and develop messages for the audience. When we are examining how a scene has been constructed, the following elements are fundamentals:

A) **Cinematography** is an essential element in considering how the audience has been positioned. It is the art of the camera, where it is positioned, how it moves and how the shot is lit.

B) **Camera shots:** Camera shots are (Extreme close-ups) that are





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reserved for moments of extreme emotion and intimacy. Close-ups allow the audience to emotionally connect with characters.

Medium shots refer the angle of camera from the torso to the head. Long shots show the full length of the character and may be used to demonstrate their isolation. Extreme long shots, often used to establish a location or to 'show off' spectacular SFX (special effects). High Angle is when the camera is placed high/above the subject, it can be used to imply a character is submissive, insignificant or victimized as the camera is in a powerful position 'looking down on them'.

Extreme high angles are called 'Birds Eye View Shots'. Low Angle shots are when the camera is below the subject, placing them in a position of power, and the audience in a lower status, 'looking up at them'. Extreme Low Angles are called 'Worms Eye view shots'. 60° angle shots (off-centre shots), Dutch/canted angles, are used to visualize a sense of uncertainty, that 'something is not right'. POV (Point of view) shots: Point of View shots are through the 'eyes' of a character, allowing the audience to share their experience, usually followed by a reaction shot so the audience can then observe the characters response.

Generally, theatre or film arts have social, economic, cultural, political and artistic values to deliver its essence and message to the audience.

Exercise:

Explain the following questions:

1. What is theatre in aesthetics?
2. What is film in aesthetics?
3. What is meant by aesthetic value?



4.4. Value of visual Art works, Tools and messages on monuments and artifacts

Specific learning outcomes:

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

- ❖ Know the meaning of aesthetics.
- ❖ Identify the value of art.
- ❖ Understand the purpose of visual arts according to different aspects.

4.4.1. Value of visual arts

Visual art is an art form primarily perceived by the eye. It is hard to live without visual arts. If we imagine a world without visual art, it will be a very dull place to live in. Visual art is life itself which means the world and how we appreciate it can be include in visual arts. There are 5 main purposes of art ceremonial, narrative, Artistic expression, functional and persuasive. Studying visual arts have different purposes or values. It will enable us to develop our understanding and appreciation of different cultures and environments. In this sub unit we will try to look the aesthetic values of visual arts through different aspects.

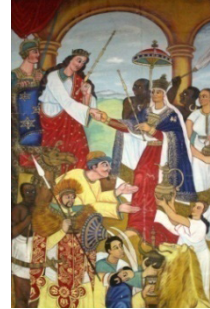
As we mentioned in the introduction values of visual arts can be seen from different aspects. Aesthetic value is one of the main values of visual arts. Visual arts have the capacity to posse pleasure (positive feeling) or displeasure (negative feeling) when appreciated or experienced aesthetically. Now let's try to understand the 5 main purposes of visual arts.





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1. Ceremonial: - ceremonial art is an art work which is made to celebrate or commemorate something important in a culture, ritual or worship and personal life.

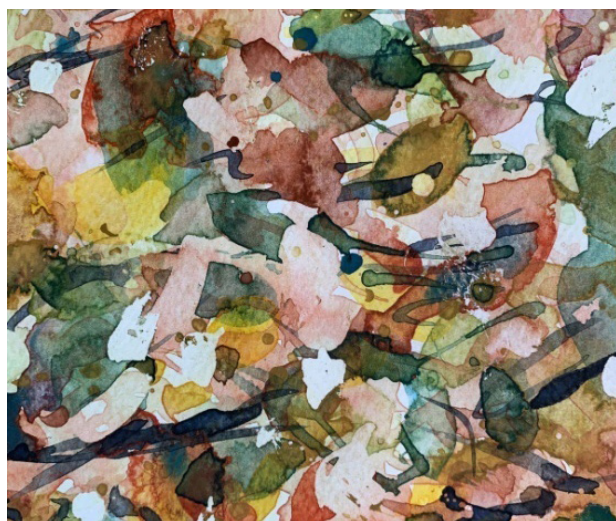
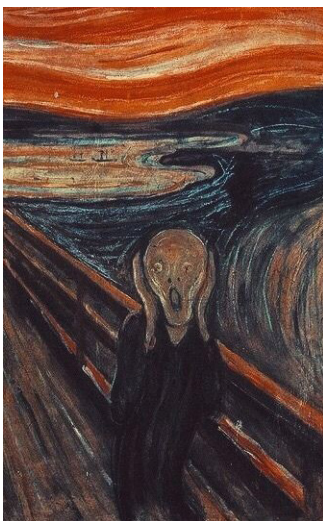


2. Narrative:- Narrative art tells a story or makes a point. Some communities commission narrative murals for buildings or walls to depict stories from local history. Narrative art describes, illustrate and document historical event.





3. Artistic expression:- Art created for artistic expression focuses on the artist's personal, emotional and ideal expressions. These types of art pieces sometimes but not always can be applied in abstract ways.



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4. Functional:- Functional art seeks to beautify objects that are useful in day today life. Pottery, baskets, quilts, furniture can be included.



5. Persuasive:- Persuasive art works promote ideas, philosophies or products. Advertizing, marketing, propaganda and virtual messages of ideology can be categorized under this section.



Exercise 1

Draw one narrative drawing based on your favorite story.

Exercise 2

Paint one persuasive art work based on current issues.



4.4.2. Tools and messages on monuments and artifacts

Specific learning outcomes:

At the end of these lesson, you will be able to

- ❖ Know the messages on different known monuments
- ❖ Know the tools those have been used to made different monuments
- ❖ Identify messages and working tools on some artifacts
- ❖ Know different important monuments and artifacts around the world

On the previous unit we learned about the history of sculptures monuments and artifacts. In this unit we will try to look tools and messages on monuments. Monuments and memorials emphasize their commemorative functions: whatever their appearance or size, monuments are built forms explicitly erected to remind people of important events and individuals. On these monuments we can find exposed and sometimes hidden messages. Artifacts also illustrate the history and existence of ancient civilizations. Artifacts are made from different types of materials. Most of these materials are very expensive and luxurious. Messages in different types of forms can also be found in most artifacts.

A. Monuments

Monuments cannot be analyzed apart from their historical and cultural context. Historical and Cultural context largely affects monument interpretations.

Now we are going to look the history of three well known monuments found in our city Addis Ababa. These monuments are: -



1. Yekatit 12 memorial monument
2. Miyazia 27 monument
3. Monument of the lion of Judah

Yekatit 12

The Yekatit 12 is a monument in Addis Ababa commemorating victims of Italian reprisals following an attempt to kill the Marshal Rodolfo Grazianon 19 February 1937, or Yekatit 12 in the Ethiopian calendar. This monument can be in two categories the one in the bottom shows how happy the people were living before the Italian occupation and the upper part of the sculpture featuring the suffering of those people gone through that day. This monument is made from Marble and Bronze.



Miyazia 27

Meyazia 27 Square is noted for its impressive obelisk built for Atse Haile Selassie's coronation in 1930. The historic monument depicts a Lion of Judah and a circle of relief figures and monumental panels celebrating the liberation of Ethiopia. Its name denotes 27 Miyazya, 5 May, both the day when Addis Ababa fell to Italy in 1936 and was liberated in 1941. Stones carved in different forms have been used to erect this monument.



Lion of Judah

The sculpture of the Lion of Judah, in gilded bronze, is placed on a black granite pedestal decorated with relief portraits of Menelik II, Haile Selassie I, Zewditu and Ras Makonnen Wolde Mikael. The work was made by the French sculptor Georges Gardet in 1930, on the occasion of the coronation of Emperor Haile Selassie on November 2, 1930. This monument serves as meanings for change and proud history of the past.



B. Artifacts

Artifacts are archaeological findings those who suggest the civilization of one society. In artifacts we can find different stories about the civilization they have been existed and being used. Most of the artifacts



Unit four Aesthetic Values

are made from luxurious materials like gold and unique stones. These artifacts could also be different types of jewelries, coins, tools and so on. In our country there are some artifacts from early civilization we will try to take a look and learn about them.

Exercise 3 Draw a historic monument and write the tools used to make the monument

Exercise 4 Draw one artifact and elaborate the story about that artifact.

Unit Summary

Aesthetic value is the **value that an object, event, or state of affairs** (most paradigmatically an artwork or the natural environment) possesses in virtue of its capacity to elicit pleasure (positive value) or displeasure (negative value) when appreciated or experienced aesthetically. Aesthetics is a core design principle that defines a design's pleasing qualities. In visual terms, aesthetics includes factors such as **balance, color, movement, pattern, scale, shape and visual weight**. Designers use aesthetics to complement their designs' usability, and so enhance functionality with attractive layouts. Music is the purest form of art, and therefore the most direct expression of beauty, with a form and spirit which is one and simple, and least encumbered with anything extraneous. We seem to feel that the manifestation of the infinite in the finite forms of creation is music itself, silent and visible. Aesthetic value is a judgment of value based on the appearance of an object and the emotional responses it evokes.

Simply put, aesthetics **make us happy**. On an emotional level they elicit feelings of happiness and calm. They connect us to our ability



Unit four Aesthetic Values

to reflect on and appreciate the world around us which in turn gives us feelings of contentment and hope.

The collaborative nature of dance education nurtures positive relationships and interactions. Melody is used by every musical instrument. For example: Solo vocalists use melody when they sing the main theme of a song. The body is sometimes relatively still and sometimes changing as the dancer moves in place or travels through the dance area. During a dance performance, music plays an important vision and guiding role in dancers' body movement, stimulates dancers' inner throbbing and gives more passion to dancers. In essence, a music piece's beat is its unchanging tempo, while the rhythm is a **pattern in which a piece's notes flow**. They found that an emotional reaction was the result of being subjected to music in both the groups. Specifically, in dance we identify six dynamic qualities: **sustained, percussive, swinging, suspended, collapsed, and vibratory**. In dance, the body is the mobile figure or shape, felt by the dancer, seen by others. Dance music is, **music composed specifically to facilitate or accompany dancing**.

Visual art is an art form primarily perceived by the eye. There are 5 main purposes of art ceremonial, narrative, Artistic expression, functional and persuasive. Aesthetics is a set of principles concerned with the nature and appreciation of beauty. Aesthetic value is one of the main values of visual arts. Persuasive art works promote ideas, philosophies or products. Monuments are built forms to remind people of important events and individuals. Artifacts illustrate the history and existence of ancient civilizations.



Summary questions of Unit 4

I. **If the statement is correct write True if it is incorrect write False**

1. Aesthetic value is the **value that an object, event, or state of affairs**
2. Aesthetics is a core design principle that defines a design's pleasing qualities. Development of our body and mind.
3. Music is the purest form of art, and therefore the most direct expression of beauty.
4. Aesthetic value is a judgment of value based on the appearance of an object and the emotional responses it evokes.
5. Aesthetics make us happy.

II. **Write short answer for the following questions**

1. What is aesthetic value?
2. What are the four components of aesthetics?
3. What is the beauty of music?
4. How do you explain aesthetic value?
5. What is the importance of aesthetics?

III. **Write the correct answers for the given questions below**

1. How many purposes does a visual art have?
2. What is Aesthetics?
3. What is monument?
4. Write the basic purposes of monuments



Unit five

Connection, Relationship and Application

Introduction to unit five

Dance is related to music, history, politics, religion, and gender roles will be explored as traditional and contemporary dances. You will critically analyze and evaluate performances, examine how to connect each culture interest. Folk dance music is accompanying traditional dance and may be contrasted with historical/classical and popular/commercial dance music. This unit introduces the learners that they will be able to connect and apply performing arts with other subjects. Music related to other subjects, like language, history, politics, religion, and gender roles will be explored as traditional and contemporary music. You will critically analyze and evaluate performances, examine how to connect each culture interest. Folk music is accompanying traditional dance and may be contrasted with historical/classical and popular/commercial music.

An integrated curriculum is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life.



General learning outcomes :

At the end of this unit you will be able to

- ❖ Apply concepts of Dance in other subjects and cross cutting issues
- ❖ Appreciate dance works and recognize ways of dance works.
- ❖ Apply concepts of Performing and Visual Arts with other subjects
- ❖ Apply concepts of PVA in cross cutting issues (dance, music)
- ❖ Understand the purpose of integrating historical and cultural works of art
- ❖ Know the importance of historical and cultural works of art for preserving history

Understand the values of visual arts to identify and acknowledge early cultural societies

5.1. Connect, relate and Apply concepts cutting issues of music in other subjects and cross cutting issues

5.1.1. Music and other subjects

Specific Learning outcomes :

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

- ❖ Apply concepts of music in other subjects.
- ❖ Identify music connect to other subjects.





Unit Five Connection, Relationship and Application

Traditional Social music is a total activity -- it **involves mood, spirit, and feeling**. It is personal, intimate, communicative, social, and public. It is creative / spontaneous / individual and structured / coordinated / conventional. It has no institutional standards or rules, no corporate hierarchies.

Some schools and organizations promote integration of arts classes, music with other subjects, such as math, science, or English. ... This allows a simultaneous focus on creating, performing, and/or responding to the arts while still addressing content in other subject areas.

The music learning improvements IQ, focus and persistence The value of incorporating music into a child's education cannot be understated. ... Musical training has shown to lead to improvements in a wide variety of different skills, including memory and three-dimensional learning, for example:

1. Science and Sound. One of our favorite activities for learning about sound is the cup activity. ...
2. Frequency and Music. Frequency is definitely a part of music and science. ...
3. Singing a song about Science. ...
4. Make a Thunderstorm. ...
5. Go on a Nature Walk.

For instance, there are different songs singing about science.





Unit Five Connection, Relationship and Application

- Contemporary This style of song incorporates lyrical, modern, ballet and jazz. ...
- Ballet. Ballet is often referred to as the backbone of dance. ...
- Jazz. This type of music is very fun and energetic. ...
- Hip-hop. ..
- Ballroom.

Music connecting to the subject environmental science, math, geography etc. Such as: songs like the way I wash my face...Frère Jacques, tick tock and many other songs are performed to other subjected.

People are cultural beings; we live within a culture even if we do not recognize it. As people learn most about their culture from their families and community, different social groups develop specific ways of talking, behaving, and thinking.

Song one

This is the way I wash my face

Wash my face wash my

This is the way I wash my face

So early in the morning

The following is music of Frère Jacques under a music there are 10 lyrics can be sung with this melody.

Sing those 10 songs with this popular old French melody:



Unit Five Connection, Relationship and Application

Score

ወንድም ያዕቆብ

ወንድም ያዕቆብ

የጥንት የፈረንሳይ ዜማ

ሰሎሞን ኃይለማርያም

♩ = 90

1 Fre're Jacques!
Fre're jacques!
Dormez vous?
Dormez vous?
Sonneles matines
Sonneles matines
Din, din don! Din, din, don!

2 Are you sleeping?
Are you sleeping?
Brother John
Brother John
Morning Bells are ringing
Morning Bells are ringing
Din din don /2x /

3. ወንድም ያዕቆብ ወንድም ያዕቆብ
ተኛህ ወይ? ተኛህ ወይ?
ደውል ተደወለ ደውል ተደወለ
ተነሳ:: ተነሳ::

4. with oromifa
A B C D 2X
E F G 2X
H E J K L M N
O P Q R S T U
V W T Y Z 2X

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

7. 1.2.3.4./5.6.7.8./9 and 10/ are numbers.
1.2.3.4.5.6./7.8.9. and 10/ are numbers
are numbers

8. Tokko Lama Tokko Lama
Sadii Afuur Sadii Afuur
Shan Jaha Torba
Sadeeti Sagaal Kudhan
Lakkoofsoota Lakkoofsoota

6. 1-2-3-4 5-6-7-8
9 እና 10 ቁጥሮች ናቸው
1-2-3-4 5-6-7-8
9 እና 10 ቁጥሮች ናቸው

9. በአማርኛ
10.20.30./40.50.60./70.80./90.100/
10.20.30./40.50.60./70.80./90.100

10. In English
10.20.30./40.50.60./70.80./90.100/
10.20.30./40.50.60./70.80./90.100/

©ሰሎሞን ኃይለማርያም



Exercise 1

Explain the following subjective test item

1. Musical training has shown to lead to improvement in a wide variety of different skills.
2. one of our favorites activites for learning about sound is the cup activity?
3. Music is not connecting to the subject environmental science,math,geography etc.
4. Dance connecting to environmental science subject ,with the idea of time value ,math,geography etc
5. People are culure beings ; we live within a culture even if we do not recognize

Exercise:2

Discuss the following:

1. What is the connection between theatre and music? (Discuss it as integral performing arts)

5.2. Concepts of Dance in other subjects.

5.2.1. Elements of dance and music

Specific Learning outcomes

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

- ❖ Apply concepts of Dance in other popular style of dance
- ❖ Understand dance performances.
- ❖ Identify dance and Music connect to other subjects





Unit Five Connection, Relationship and Application

- Contemporary. This style of dance incorporates lyrical, modern, ballet and jazz. ...
- Ballet. Ballet is often referred to as the backbone of dance. ...
- Jazz. This type of dance is very fun and energetic. ...
- Tap. Tap dance is probably best known for the type of shoes the dancers wear. ...
- Hip-hop. ...
- Ballroom.

This unit is planned for grade eight dance lessons for use in their classrooms and dance performance. Yet these are designed in a manner and with a structure that are directly useful to students and also to the teachers of dance.

Elements of dance: Here we detail the five elements that all forms of dance and creative movement have in common: **body, action, space, time and energy**. Being able to identify and understand these core characteristics can help you when talking about a dance performance or can help you get your own messages across through movement.

i. What is the significance of dance in music?

Dance needs **music to set the mood, drop the beat and create the motivation needed to start moving**. Music has that ability to make us feel a certain way, which is why it plays such an immense role in dance. Different styles of music create various types of beats, which all correspond to a specific dance style.

Dance experiences: People are cultural beings; we live within a



Unit Five Connection, Relationship and Application

culture even if we do not recognize it. As people learn most about their culture from their families and community, different social groups develop specific ways of talking, behaving, and thinking.



5.1 dance of hammer

These types of dance are vertical dance; this dance is known by southern Omo ethnic groups of people.

Activities: 5.1

- As you are viewing the image, you will list the various areas of interest and categories that are mentioned. You will take notes, making observations about the unique aspects of the aural and visual content.
- You will share your observations, with the class, or in smaller groups.





Unit Five Connection, Relationship and Application

- You will watch the following two videos. They were created by south Omo popular dance artists. Each video contains visual content that is discussed and viewed in the previous video.
- You will compare and contrast each image with the other images in the areas such as, art, music, dance, nature, food, and other areas of interest.
- Discuss with your friends about the connection of music to other subjects in Ethiopian
- play the different ethnic groups of dance

A. Group discussion

Discuss the following question in three or four groups and present your discussion outcome through your group representative.

1. What are the elements of dance?
2. What is the significance of dance in music?

5.3. Apply Concepts of Theatre and Film/video in other Subjects and cross cutting Issues

Specific learning outcomes:

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

- ❖ Apply concepts of theatre, film/video in other subjects and cross cutting issues.

Before going to see the application of performing arts with other subjects, it is important to over view the relationship between theatre and music as an integral subjects. Theatre expert can use music as the integral part of theatre production in which music art applied to the



Unit Five Connection, Relationship and Application

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.

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.

On the other hand, theatre refers to the building (design of theatre houses, and related layouts of the building). It may also occur in the



Unit Five Connection, Relationship and Application

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.

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.

On the other hand 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.

Civics and Ethical Education is also useful to fasten the relationship between an individual and a state and governing an individual citizen's relations with other individuals and social groups. 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.

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



Unit Five Connection, Relationship and Application

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



Unit Five Connection, Relationship and Application

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.





Unit Five Connection, Relationship and Application

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 subject.

Discuss the following question:

1) What is the connection between theatre and music? (Discuss it as integral subjects)

5.4 Visual arts

5.4.1. Apply concepts of PVA in other subjects and cross cutting issues

Specific learning outcomes:

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

- ❖ identify the purpose of integrating historical and cultural works of art
- ❖ Know the importance of historical and cultural works of art for preserving history
- ❖ identify the values of visual arts to identify and acknowledge early cultural societies

Throughout time, the arts have been the foundation of all cultures, offering an increased and real understanding of history, perspective, and diversity. Art is the primary form of communication, giving the observer neutral ground to learn about varied and multiple communities, symbols, skills, historic values, and beliefs. The



Unit Five Connection, Relationship and Application

purpose of visual art integration with social science is to enhance one's tradition and culture based on history. Different works of arts and artifacts are the most important parts in one society culture and history. These works of arts and artifacts illustrate or narrate what happened to a society in the previous time.

Integrating visual arts and artifacts with social science will also give us the understanding for social status of our surrounding.

Artifacts are works of art which most of the time made by hand. The artists who made artifacts are part of the society they reflect their own idea, belief and social status. These artifacts and works of arts contain deep meaning according to social status. For example if we think about an artifact which was used to be a sword of great warrior in one country's history, that sword will be taken both as a work of art and cultural value.

Historical artifacts are a result of cultural works of arts. Integrating these artifacts enable us to make connections between the content of the artifacts and the culture at the time in which the artifacts were made. It makes a culture that has long ago disappeared reappear in that the culture in general is understood.

Artifacts by themselves are ways of understanding history. These artifacts include stone tools, pottery vessels, metal objects such as weapons and items of personal adornment such as buttons, jewelry and clothing. We can see the way the ancient society lived at that time. There are also artifacts which have written manuscripts and engravings on them. These manuscripts and engravings are another ways of understanding history.





Unit Five Connection, Relationship and Application

For example we can see different types of artifacts from ancient civilizations such as Egypt, Aksum, Greek and China.

Egyptian artifacts:

Jewelries



Vases



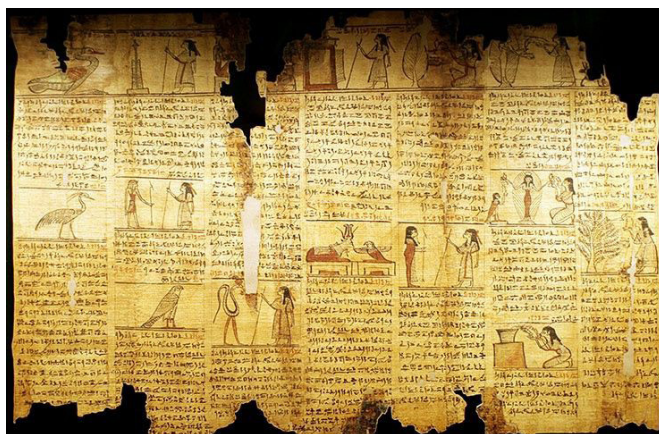
5.3..egyptian Vases





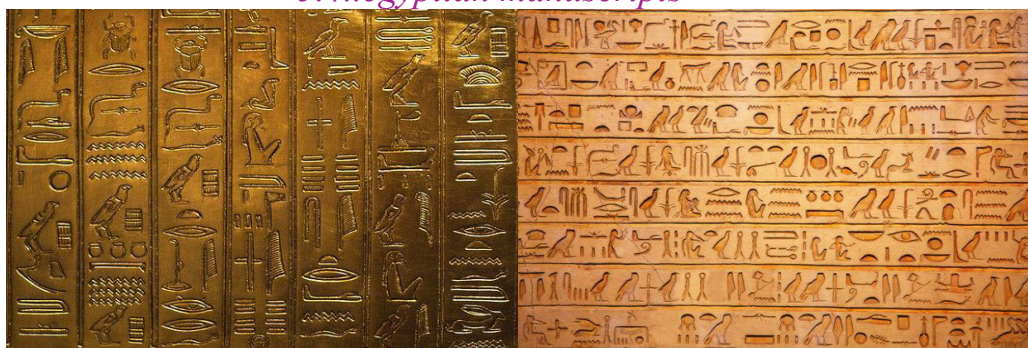
Unit Five Connection, Relationship and Application

Manuscripts



Engravings

5.4..egyptian manuscripts



Ancient Ethiopian artifacts

5.4..egyptian engraving





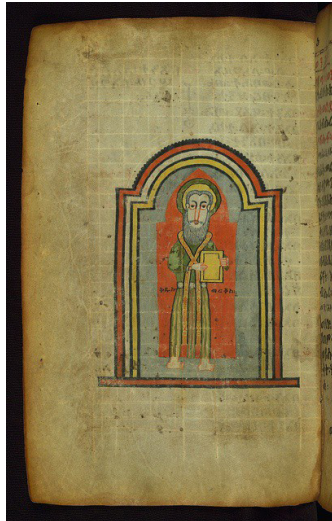
Unit Five Connection, Relationship and Application

Engravings



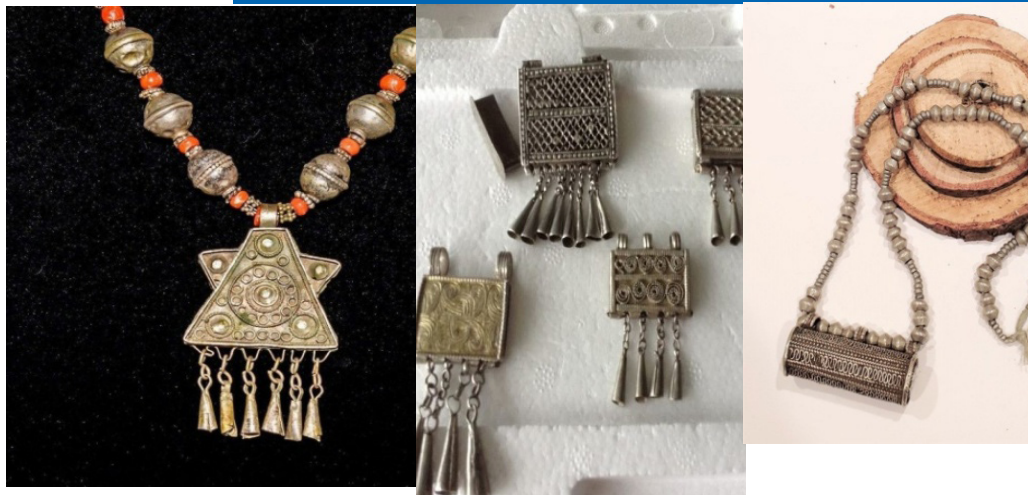
Scrolls

5.5.ethiopian egraving



Jewelries

Unit Five Connection, Relationship and Application



Ancient Greek artifacts

5.5.ethiopia jewelries

Vases



5.6.Greek Vases

Jewelries





Unit Five Connection, Relationship and Application



Coins

5.7. Greek Vases



5.8. Greek Coins

Unit five summary



Unit Five Connection, Relationship and Application

Dance is related to music, history, politics, religion, and gender roles will be explored as traditional and contemporary dances. Dance, the movement of the body in a rhythmic way, usually to music and within a given space, for the purpose of expressing an idea or emotion

Folk dance music is accompanying traditional dance and may be contrasted with historical/classical and popular/commercial dance music. Dance connecting to environmental science subject, with the idea of time value, math, geography etc. Some schools and organizations promote integration of arts classes, music with other subjects, such as math, science, or English. Traditional Social Dancing is a total activity -- it **involves body, mind, spirit, and feeling**.

Dance needs **music to set the mood, drop the beat and create the motivation needed to start moving**. Music has that ability to make us feel a certain way, which is why it plays such an immense role in dance. Different styles of music create various types of beats, which all correspond to a specific dance style.

People are cultural beings; we live within a culture even if we do not recognize it. As people learn most about their culture from their families and community, different social groups develop specific ways of talking, behaving, and thinking.

We mainly use two types of ways to integrate visual arts with other subjects. Throughout time, the arts have been the foundation of all cultures. The integration of visual arts with social science is to enhance one's tradition and culture based on history. Different works of arts and artifacts are important parts for development of culture and history of a society. Artifacts are works of art which most of the





Unit Five Connection, Relationship and Application

time made by hand. Artifacts are ways for understanding history and culture.

An integrated curriculum is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts.

Traditional Social music is a total activity -- it involves mood, spirit, and feeling. It is personal, intimate, communicative, social, and public.

It is creative / spontaneous / individual and structured / coordinated / conventional.

Some schools and organizations promote integration of arts classes, music with other subjects, such as math, science, or English. ...

The value of incorporating music into a child's education cannot be understated.

Musical training has shown to lead to improvements in a wide variety of different skills, including memory and three-dimensional learning,

Music is connecting to environmental science subject, with the idea of time value, math, and geography etc. Such as: songs like the way I wash my face...Frère Jacques, tick tock and many other songs are performed to other subjected.

Music may accompany traditional dance and may be contrasted with historical/classical and popular/commercial music.

Unit five summary questions

1. If the statement is correct write "True" if the statement is in



Unit Five Connection, Relationship and Application**correct write "false.**

1. We only use one way to integrate visual arts with other subjects.
2. Referring to visual arts for better understanding of history and social science is one of the ways of visual arts with other subjects.
3. Art is a primary form of communication.
4. Works of arts and artifacts are not the most important parts in one society.
5. Artifacts are not ways of understanding history.

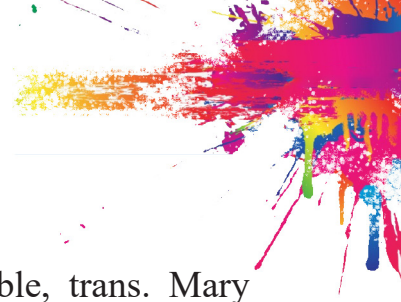
II. Write short answer for the following questions

1. How does music connect to other subjects?
2. How do you integrate music and science?
3. What does subject integrating mean?

III. Write short answer for the following questions

1. Write a story to a song.
2. Write a song poem connected to other subject
3. Write a song poem connected to other subject
4. Discuss with your friends about the connection of music to other subject?
5. Write a song poem connected to other subject?





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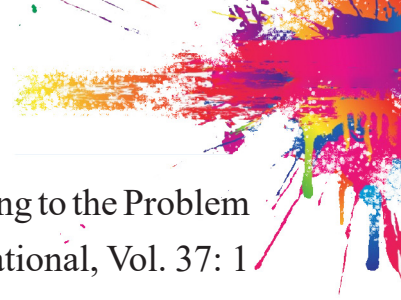
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