



IAM
INDIGENOUS
AFRICAN
MUSIC

EQONCE

for
Voice

Transcribed from the performance of
Dizu Plaatjies

Transcribed by JIWE Publishers for
the SAMRO Foundation's Indigenous African Music (IAM) Project
supported by the US Ambassador's Fund for Cultural Preservation

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eQonce

eQonce is the isXhosa name of King Williams Town in the Eastern Cape. *eQonce* is a rhythmic tongue-twister to familiarise children in the clicks used in isiXhosa. This particular version of the song is mixed with clicks from the San languages as well.

The "Q" click, which is a popping sound produced by sucking the front of the tongue to the front of the palate and pulling it away rapidly, The click is challenging and children turned the song into a competitive game. They sing this song on the playground as a way to collectively improve their diction. The aim of the game is to sing as fast as you can and be careful not to twist the words.



Children playing and challenging each other to sing eQonce

Song text *Translation*

Xhegwazana phek' ipapa!

Old granny make the Pap!

Abantwana balambile!

The children are hungry!

(Second click)

Ndachol'itik'egos'eQonce

I picked up an old penny at eQonce

Ndathenga ngayo eQonce

I used it to buy at eQonce

(Third click- San)

We gxa wa thithi gxa gxa

[Note: The last lines of this work are of the

Ayi shakla je!!

sacred San language and awaiting

We gxa gxum gxath'

translation.]

We thithi gxa gxa! M'gcaa

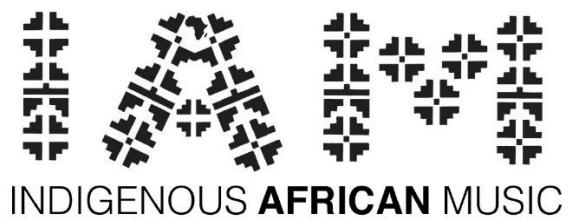
Dizu Plaatjies (b. 1959-)



Dizu Plaatjies is a Xhosa musician who is best known for being the founder and former leader of the South African group *Amampondo*. The group received multiple accolades, one of which was their performance at the Wembley Stadium during Nelson Mandela's 70th Birthday tribute. The group toured the world and put traditional isiXhosa music in the global spotlight. After leaving the group, Plaatjies formed a new ensemble called *Ibuyambo* which toured many European countries.

Plaatjies' love for traditional music stems as far back as his upbringing. Being the son to two traditional healers, he often engaged in traditional practices with his father- Dr Shadrack Plaatjies, and through his observations he slowly crafted an artistic identity that is rooted in spiritual and traditional knowledge. He regards his work in communities and educational institutions as a challenge to the government to respect and conserve the traditional heritage of the people; to see the world through the lens of the people. Dizu Plaatjies lectures African dance and Music at the University of Cape Town.

His compositions and arrangements embrace his inclination to collaborative works and fused genres. In a project named *Intsholo*, he worked with William Haubricht in arranging African music for brass quintet, marimbas and percussion. He has also worked with Japanese techno-dance artist Juno where they performed together in Japan in 2018. *Ibuyambo's* album *African Kings* blends a variety of African influences. Some arrangements include Zimbabwean marimba melody lines that associate with Mozambican folk songs, and Congolese choir vocals played over the instrumentals to curate a unique, neo-traditional blend of sounds. Dizu Plaatjies has travelled many African countries and over the years, has collected a wide range of hand crafted indigenous instruments of sub-saharan Africa.



ABOUT THE IAM PROJECT

The Indigenous African Music (IAM) Project was initiated by The SAMRO Foundation to assist in the preservation of the beautiful but neglected musical riches of Africa. In 2017 the United States Ambassadors' Fund for Cultural Preservation helped the Foundation with seed funding to initiate the process of transcribing and documenting the scores for historical and cultural preservation.

As the project proceeded it became more and more apparent that, not only was transcribing the music helping to preserve it, but that it provided new and intimate appreciation of the cultures, their art forms and their inherent value to humanity. The IAM team has worked with many incredible people and developed partnerships with amazing institutions like JIWE Publishers, the International Library of African Music (ILAM), the Africa Open Institute for Music, Research and Innovation, Music in Africa and many other organisations striving for the same end goal.

The project acknowledges that many transcription forms exist, but the use of Western Art notation was justified by the fact that, around the world, practicing musicians would be able to interpret and reproduce the works (much like reading from the western alphabet). To help the user interpret the works as accurately as possible, the IAM project has endeavoured to provide audio and video examples where possible, as well as contextual details of each work.

The vision of the IAM project is to create a portal for all African music students, performers and consumers to be able to appreciate, access, perform and promote the continent's amazing works and the cultures that generated them.



= indefinite pitch (speech-like)
 = approximate pitch (half sung, half spoken)

Eqonce

trans. by JIWE Publishers

$\text{♩} = \textbf{115}$

Female 1

Female 2

Male 1

Male 2

Clicks 1

Clicks 2

E - qo - nce E -

q q q q

c c c c

$\text{♩} = \textbf{4}$

Fm. 1

Fm. 2

Ml. 1

Ml. 2

Clk. 1

Clk. 2

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

qo - nce E - qo - nce E -

q q

c c

5

Fm. 1
Fm. 2
Ml. 1
Ml. 2
Clk. 1
Clk. 2

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

qo - nce E - qo - nce E -

q q

c c



6

Fm. 1
Fm. 2
Ml. 1
Ml. 2
Clk. 1
Clk. 2

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

qo - nce E - qo - nce E -

q q

c c

7

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

We - gxal!

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

Clk. 1

q q

Clk. 2

c c



8

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

gxum gxath' we - thi - thi - gxa -

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

Clk. 1

q q

Clk. 2

c c

9

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 gxa! 'm - pe bhe - ku!

Ml. 1 qo - nce E - qo - nce E -

Ml. 2

Clk. 1 q

Clk. 2 c



10

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 We gxa gxum gxath'

Ml. 1 qo - nce E - qo - nce E -

Ml. 2

Clk. 1 q

Clk. 2 c

11

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

we - thi - thi - gxa gxa! A -

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

Clk. 1

q q

Clk. 2

c c



12

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

yi! sha - ka je We - gxa!

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

Clk. 1

q q

Clk. 2

c c

13

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 gxum gxath' we - thi - thi - gxa -

Ml. 1 qo - nce E - qo - nce E -

Ml. 2

Clk. 1 q q

Clk. 2 c c



14

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 gxa! 'm - gca! We - gxa!

Ml. 1 qo - nce E - qo - nce E -

Ml. 2

Clk. 1 q q

Clk. 2 c c

15

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

gxum gxath'

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

Clk. 1

q

Clk. 2

c



16

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

gxa! sha - ka - la - ka sha - ka -

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

Clk. 1

q

Clk. 2

c

17

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 tu! We - gxa!

Ml. 1 qo - nce E - qo - nce E -

Ml. 2

Clk. 1 q

Clk. 2 c



18

Fm. 1

Fm. 2

Ml. 1 qo - nce E - qo - nce E -

Ml. 2 co-li - ti - ki-go-sa-qa-nга-to-nга-the-qон - ce

Clk. 1 q

Clk. 2 c

Ml. 1 qo - nce E - qo - nce E -

Ml. 2 co-li - ti - ki-go-sa-qa-nга-to-nга-the-qон - ce

Clk. 1 q

Clk. 2 c

20

Fm. 1

Fm. 2

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2

We - gxa!

c c c c



22

Fm. 1

Fm. 2

gxum gxath' we - thi - thi - gxa -

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2

c c

10

23

Fm. 1

Fm. 2 gxa! 'm - pe bhe - ku!

Ml. 1

Ml. 2

Clk. 1

Clk. 2

c c



24

Fm. 1

Fm. 2 We - gxa! gxum gxath'

Ml. 1

Ml. 2

Clk. 1

Clk. 2

c c

25

Fm. 1

Fm. 2 we - thi - thi - gxa - gxa! sha - ka -

Ml. 1 qo - nce E - qo - nce E -

Ml. 2 co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1 q q q q

Clk. 2 c c



26

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 la - ka sha - ka - tu! We - gxal!

Ml. 1 qo - nce E - qo - nce E -

Ml. 2

Clk. 1 q q q q

Clk. 2 c c

12

27

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

gxum gxath'

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

Clk. 1

q

Clk. 2

c



28

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

gxa! 'n - gca! We - gxa!

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

Clk. 1

q

Clk. 2

c

29

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

gxum gxath'

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

Clk. 1

q

Clk. 2

c



30

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

gxa! A - yi! sha - ka

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

Clk. 1

q

Clk. 2

c

31

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

je

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

E -

Clk. 1

q

Clk. 2

c



32

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

E -

Clk. 1

q

Clk. 2

c

33

Fm. 1
Fm. 2
Ml. 1
Ml. 2
Clk. 1
Clk. 2

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

qo - nce E - qo - nce E -

q q

c c



34

Fm. 1
Fm. 2
Ml. 1
Ml. 2
Clk. 1
Clk. 2

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

qo - nce E - qo - nce E -

e -

q q

c c

35

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

Ml. 1

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2

x - c c



36

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

Ml. 1

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2

x - c c

37

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

Ml. 1

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2

x - c c



38

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

Ml. 1

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2

x - c c

39

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 We - gxal!

Ml. 1

Ml. 2 co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2 x - c q q q c



40

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 we - thi - thi - gxa -

Ml. 1

Ml. 2 co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2 x - c q q q c

gxum gxath'

41

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

gxa! 'm - pe bhe - ku!

Ml. 1

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2

x - c q q q c



42

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

gxum gxath' we - thi - thi - gxa -

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2

x - c q q q c

20

43

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

gxa! A - yil! sha - ka

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

q q q

Clk. 2

x - c c



44

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

je

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

q q q

Clk. 2

x - c c c

45

Fm. 1
Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

Ml. 1
qo - nce E - qo - nce E -

Ml. 2
co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2
x - c q q c c



46

Fm. 1
Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

Ml. 1
qo - nce E - qo - nce E -

Ml. 2
co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

Clk. 2
x - c q q c c

47

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 We - gxal!

Ml. 1 qo - nce E - qo - nce E -

Ml. 2 co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1 x - c

Clk. 2 x - c

48

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 gxum gxath' we - thi - thi - gxa -

Ml. 1 qo - nce E - qo - nce E -

Ml. 2 co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1 x - c

Clk. 2 x - c

49

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 gxa! 'n - gca We - gxa!

Ml. 1 qo - nce E - qo - nce E -

Ml. 2 co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1 q q q

Clk. 2 x - c c c

50

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 we - thi - thi - gxa -

Ml. 1 qo - nce E - qo - nce E -

Ml. 2 co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1 q q q

Clk. 2 x - c c c

51

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 gxa! A - yil! sha - ka

Ml. 1 qo - nce E - qo - nce E -

Ml. 2 co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1 q q

Clk. 2 x - c c c

52

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 je We - gxa! gxum gxath'

Ml. 1 qo - nce E - qo - nce E -
decresc.

Ml. 2 co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1 q q

Clk. 2 x - c c c

53

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

we - thi - thi - gxa gxa! 'm - pe

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

q

Clk. 2

x - c c c

54

Fm. 1

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2

bhe - ku! We - gxal!

Ml. 1

qo - nce E - qo - nce E -

Ml. 2

co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1

q

Clk. 2

x - c c c

55

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 gxum gxath' we - thi - thi - gxa -

Ml. 1 qo - nce E - qo - nce E -

Ml. 2 co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1 q q q

Clk. 2 x - c c c

56

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 gxa! sha - ka - la - ka sha - ka -

Ml. 1 qo - nce E - qo - nce E -

Ml. 2 co - li - ti - ki - go - sa - qa - nga - to - nga - the - qon - ce

Clk. 1 q q q

Clk. 2 x - c c c

57

Fm. 1
Fm. 2
Ml. 1
Ml. 2
Clk. 1
Clk. 2

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le
tu! 'm - pe bhe - ku!
qo - nce E - qo - nce E -
q
x - c

58

Fm. 1
Fm. 2
Ml. 1
Ml. 2
Clk. 1
Clk. 2

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le
We - gxa! gxum gxath'
qo - nce E - qo - nce E -
q
x - c

59

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 we - thi - thi - gxa gxa! A -

Ml. 1 qo - nce E - qo - nce E -

Ml. 2

Clk. 1

Clk. 2 x - c c c

60

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 yi! sha - ka je We - gxa!

Ml. 1 qo - nce E - qo - nce E -

Ml. 2

Clk. 1

Clk. 2 x - c c c

61

Fm. 1
Fm. 2
Ml. 1
Ml. 2
Clk. 1
Clk. 2

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le
gxum gxath' we - thi - thi - gxa -
qo - nce E - qo - nce E -
x - c q c c



62

Fm. 1
Fm. 2
Ml. 1
Ml. 2
Clk. 1
Clk. 2

Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le
gxa! 'm - gca! We - gxa!
qo - nce E - qo - nce E -
x - c q c c

30

63

Fm. 1 Nto - mba - za - ne phe - ki - pa - pa a - ba - ntwa - na ba - la - mbi - le

Fm. 2 gxum gxath' we - thi - thi - gxa -

Ml. 1 qo - nce E - qo - nce E -

Ml. 2

Clk. 1 q

Clk. 2 x - c c c



64

Fm. 1 Nto-mba za - ne phe-ki - pa - pa a - ba-ntwa - na ba - la - mbi - le Nto

Fm. 2 gxa! sha - ka - la - ka sha - ka tu!

Ml. 1 qo - nce E - qo - nce E - qo - nce

Ml. 2

Clk. 1 q

Clk. 2 x - c c c x - c



© COPYRIGHT ©

What is ©?

© exists to **encourage creativity**

© helps creators make a living

© helps give value to the work that goes into creating **Intellectual Property**

Intellectual Property (IP)

Intellectual Property is **intangible**: It doesn't have a physical form. It isn't carved out of wood. It isn't 'manufactured'. But it does require **time, effort and skill**. The creators of the work you now hold put hours of time into it and deserve to be encouraged to create more.

Performing Rights

Performing Rights are the right to perform music in public. Only people who created the work are eligible to earn royalties related to Performing Rights. It is for this reason that SAMRO members are composers, authors, lyricists or music publishers. SAMRO members earn royalties when their musical creations are performed in public – for example when they are played by a SAMRO licensed broadcaster, promoter or any other licensed establishment.

© - do people undervalue it?

Today we take it for granted that music will be a part of our environment. Music is playing all the time in shops, taxi's, on telephone answering systems, on the radio. There is music wherever you go. It is like the air we breathe and rain from clouds. But our air and the rain don't require time, labour and years of training to create. Music does. But many people want it for free and undervalue it.

© - Breach of ©

If you decide to use a creator's work in public, or for profit, or in a recording, it is only fair that you acknowledge their work. This is best done by paying royalties to them for their contribution, labour and time. If you do not acknowledge their IP then you are actually breaking the law. Piracy (⊗) is one aspect of © breach.

⊗ - What is Piracy?

Quite simply, ⊗ is the **outright theft** of the creators' work. It disrespects creators' time and their effort. Even worse, ⊗ makes it harder for creators to provide you with interesting new work. ⊗ is unfair, unjust and criminal.

What should we do?

Help the creative economy by being a supporter of creativity and appreciating the work of our creators.

- Contribute to the creators work
- Respect the creator's ©
- ⊗ Don't support pirates!
- ⊗ Don't be a pirate!
- ⊗ Don't support unlicensed venues, broadcasters and promoters.

Please note: This document only briefly outlines the nature of copyright in South Africa. For a detailed understanding of copyright we recommend you familiarise yourself with copyright law in South Africa.