






SECOND TERM LESSON PLAN

CREATIVE ARTS AND DESIGN – B7

WEEK 1

Date:	Period:	Subject: Creative Arts & Design	
Duration:		Strand: Design	
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment	
Content Standard: B7. 1.1.1. Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design in nature and the manmade environment.		Indicator: Indicator(s): B7. 1.1.1.2 Research to identify and record what constitutes the ‘elements of design’ in nature and as building blocks for composition and creative expression of ideas.	Lesson:
Performance Indicator: Learners can identify and record what constitutes the ‘elements of design’ in nature and as building blocks		Core Competencies: CC7.5: CP5.1: CI6.2: DL5.6:	
Reference: Creative arts and design curriculum Pg 3			
Keywords: Dot, line, shape, texture, colour, value, form, space, and perspective.			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Guide Learners describe the elements of design found in the natural environment. Element of design are the basic units of a visual image. Examples are dot, line, shape, texture, colour, value. <div style="text-align: center;">  <p>Natural Elements</p> <p>Line Dot</p> <p>Texture</p> </div> Brainstorm and experiment with tools and materials and watch video on natural environment.	Pictures, charts , Pencils, paper, charcoal, pencil, Pastel, crayon, scissors, brushes	


	<p>Discuss with the learners on how to apply the tools, materials and equipment in making elements of design from nature.</p> <p>Examples: Eye as Dot, Tail as line.</p> <p>Assist learners to apply available tools and materials to create elements of design that reflect those found in nature and the manmade environment</p> <p>Man-Made Elements</p>  <p>Lines</p>  <p>Form</p>  <p>Texture</p> <p>Learners talk about the steps involved in making elements of design from both natural and man-made environments</p>	
<p>PHASE 3: REFLECTION</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Date:	Period:	Subject: Creative Arts & Design
Duration:		Strand: Music
Class: B7	Class Size:	Sub Strand: Media and techniques
Content Standard: B7. 2.1.2. Performing Arts - Music Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.		Indicator: B7 2.1.2.6 Identify durational symbols and move/perform their value in relation to the semibreve.
Performance Indicator: Learners can identify durational symbols and move/perform their value in relation to the semibreve		Lesson:
Core Competencies: CC7.2: CC9.6: CP 6.3: CI 5.5: CI 6.4: PL6.1:		
Reference: Creative arts and design curriculum Pg 11		
Keywords / vocabulary: Rhythm, semibreve, minim, crotchet, quaver, semiquaver, rhythm, internalize, durational symbols, durational value, beat, pulse, rests		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Ask learners to play a <i>stone passing game</i> in small groups around their tables. Ask a learner to sing “ <i>Daa N’a se</i> ” and move to the song.	
PHASE 2: NEW LEARNING	Guide learners to explain the concept of <i>rhythm</i> . Display the symbols for duration for learners to identify and learn their names. Describe the shapes of the musical notation and demonstrate how to write them. Ask learners to try and draw them <i>on line</i> and <i>in space</i> .  Ask learners to sing the first part of the ‘ <i>Da N’a Se, Da N’a Ase</i> ’ song again now clapping every note in the song. Ask them to figure out which symbols will represent the duration of the notes they clapped. Discuss the numerical values of the symbols.	Image of durational symbols



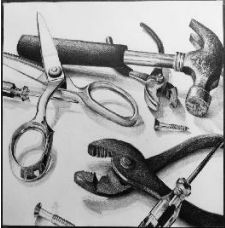
SECOND TERM LESSON PLAN

CREATIVE ARTS AND DESIGN – B7

WEEK 2

Date: 20 th MAY, 2022	DAY:	Subject: creative arts and design
Duration: 50MINS		Strand: Design
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment
Content Standard: B7. 1.1.1. Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design in nature and the manmade environment.		Indicator: B7. 1.1.1.2 Research to identify and record what constitutes the 'elements of design' in nature and as building blocks for composition and creative expression of ideas.
Performance Indicator: Learners can identify and record what constitutes the 'elements of design' in nature and as building blocks.		Lesson: 1 of 2
Core Competencies: CC7.5: CP5.1: CI6.2: DL5.6:		
Reference: Creative arts and design curriculum P.g. 3		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Engage learners in the exploration of personal misconceptions, biases and barriers to learning Design in relation to Creative Art from Primary to Junior High School. Show learners a pictures on sample tools and materials on elements of design.  <p style="text-align: center;">Pencil Pen Brush Chacoal</p> Learners brainstorm and reflect on the nature of the tools, materials and equipment for making elements of design. Learners identify and group tools and materials from a variety of sources under making elements of design Learners describe the tools and materials by drawing and stating their uses. Learners talk about the tools and materials used according to	pencils paper charcoal pencil pastel cutters scissors

	their nature and uses.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	

Date: 20 TH MAY, 2022	DAY:	Subject: Creative arts and design
Duration: 50MINS		Strand: Creative arts
Class: B7	Class Size:	Sub Strand: Media and techniques
Content Standard: B7. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling		Indicator: B7 2.1.1.1. Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling
Performance Indicator: Learners can identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing		Lesson: 1 of 2
Core Competencies: CP5.2: CI5.1: DL5.3		
Reference: Creative arts and design curriculum P.g. 6		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners in the exploration of self- misconceptions, biases and barriers in learning CAD-Visual Arts and how they transition from Primary to JHS. What tools and materials do you use for drawing?	
PHASE 2: NEW LEARNING	Show learners pictures on tools, materials and equipment for still-life, pattern making and modelling.  <i>Modeling tools</i>  <i>Pattern making tool</i>  <i>Still- life tools</i> Guide learners to identify tools and materials for making still-life drawing. e.g. pencils, pens, charcoal pencils, paper Learners identify and group tools and materials from a variety of sources under still-life, pattern making and modelling.	pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour, measuring tools, clay, play dough



	Guide learners to describe the tools and materials by drawing and stating their uses.	
PHASE 3: REFLECTION	Learners talk about the tools and materials used according to their nature and uses	

Date:	Period:	Subject: Creative arts and design	
Duration:		Strand: Creative Arts	
Class: B7	Class Size:	Sub Strand: Creative and Aesthetic Expressions	
Content Standard: B7.2.2.3. Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive artworks that reflect in the range of different times and cultures in dance and drama.		Indicator: B7.2.2.3.7 Design and produce own artworks in dance and drama that reflect the history and culture of the people in the community.	Lesson: 1 of 2
Performance Indicator: Learners can demonstrate the ability to use concepts of design process to produce and display own creative and expressive artworks.		Core Competencies: CP5.2: C15.1: DL5.3	
Reference: Creative arts and design curriculum P.g. 16			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Guide learners to do the Change Your Style game. Review knowledge of learners on their previous lesson		
PHASE 2: NEW LEARNING	Discuss with learners to have ideas on the history and culture of the community. Guide learners to identify ways of creating (designing) drama and/or dance based on the ideas of learners on the culture and history of the community. Example : <i>Design Story Creation process chart</i> In groups, guide learners to draft stories for a skit(s) based on the ideas generated on the history and culture of the community. Example: <i>Design a writing process chart</i> Guide learners to create scenarios from story. Identify actors/actresses and assign roles: auditioning, casting, characterization, etc. Guide learners to plan rehearsals.	Pictures and Charts	
PHASE 3: REFLECTION	Summarize the lesson with the learners to reflect on how to connect and apply the knowledge acquired.		

WEEKLY LESSON PLAN

CREATIVE ARTS AND DESIGN – B7

WEEK 3

Date:	Period:	Subject: Creative Arts and Design	
Duration:		Strand: Visual arts	
Class: B7	Class Size:	Sub Strand: Media and Techniques	
Content Standard: B7. 2.1.1 Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling.		Indicator: B7 2.1.1.1. Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling	Lesson:
Performance Indicator: Learners can identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing.		Core Competencies: CP5.2: CI5.1: DL5.3	
Reference: Creative arts and design curriculum P.g 6			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to find what they already know about creative art. Share performance indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Show learners pictures on tools, materials and equipment for still-life, pattern making and modelling.  <i>Modeling tools</i>  <i>Pattern making tool</i>	Picture pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour, measuring tools, clay, play dough	



Still- life tools


Guide learners to identify tools and materials for making still-life drawing. e.g. pencils, pens, charcoal pencils, paper


Learners identify and group tools and materials from a variety of sources under still-life, pattern making and modelling.

Guide learners to describe the tools and materials by drawing and stating their uses.

**PHASE 3:
REFLECTION**

Learners talk about the tools and materials used according to their nature and uses.


Date:	Period:	Subject: Creative arts and design	
Duration:		Strand: Performing Arts - Music	
Class: B7	Class Size:	Sub Strand: Media and Techniques	
Content Standard: B7. 2.1.2. Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.		Indicator: B7 2.1.2.6 Identify durational symbols and move/perform their value in relation to the semibreve.	Lesson:
Performance Indicator: Learners can demonstrate the understanding and apply scale, note durational values and simple time beat patterns in music.		Core Competencies: CC9.1: CP 6.7: PL5.2: CI 6.6:	
Reference: Creative arts and design curriculum P.g 10			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners to play a <i>stone passing game</i> in small groups around their tables.</p> <p>Ask a learner to sing “<i>Daa N’a se</i>” and move to the song.</p> <p>Draw attention to the new lesson’s content standard and indicator(s)</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to explain the concept of rhythm. <i>Rhythm is an ordered recurrent of strong and weak elements in the flow of sound and silence in speech.</i></p> <p>Display the symbols for duration for learners to identify and learn their names.</p>  <p>Assist learners to describe the shapes of the musical notation and demonstrate how to write them.</p> <p>Ask learners to draw them <i>on line</i> and <i>in space</i>.</p> <p>Ask learners to sing the first part of the ‘<i>Da N’a Se, Da N’a Ase</i>’ song again now clapping every note in the song. Ask them to figure out which symbols will represent the duration of the notes they clapped. Discuss the numerical values of the symbols.</p>	Image of durational symbols	

	<p>Have learners internalize the crotchet note as the beat (or pulse). Take them through the clapping of the rhythmic patterns.</p>  <p>Get learners into small groups to practice the rhythmic <i>pattern</i>.</p> <p>Assessment: Ask learners to write a one-bar rhythm for their peers to play on any available instruments.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the lesson by allowing students to reflect, o the knowledge acquired.</p>	

SECOND TERM WEEKLY LESSON NOTES

CREATIVE ARTS AND DESIGN – B7

WEEK 4

Date: 3 rd June, 2022	Period:	Subject: Creative arts and design	
Duration:		Strand: Creative Arts	
Class: B7	Class Size:	Sub Strand: Media and Techniques	
Content Standard: B7. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling		Indicator: B7 2.1.1.3 Experiment by using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling	Lesson:
Performance Indicator: Learners can demonstrate the techniques to test and prepare clay for modelling		Core Competencies: CC9.4: CP5.2: CI5.1: DL5.3	
Reference: Creative arts and design curriculum P.g 7			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Show a video/ pictures on how to prepare and test clay and pulp paper for modelling.</p> <p>Learners answer questions to motivate them on how to prepare and test clay for modelling. For example. How do you prepare clay for modelling?</p>		
PHASE 2: NEW LEARNING	<p>Brainstorm learners and explain how to prepare and test clay and pulp paper for modelling.</p> <p>Let learners Identify and use hand building techniques for modelling in clay, play dough, plasticine, papier mâché (pulp paper).</p> <div style="text-align: center;">  </div> <p>Let Learners practice the techniques in modelling in clay and play dough.</p>	pictures or videos of hand building	

PHASE 3: REFLECTION	Ask learners to tell what they have learnt. Let learners display models for appreciation and reflection w	
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Date: 3 rd June, 2022	Period:	Subject: Creative arts and design	
Duration:		Strand: Creative arts	
Class: B7	Class Size:	Sub Strand: Creative and Aesthetic Expression	
Content Standard: B7. 2.2.3 Dance and Drama: Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.		Indicator: B7.2.2.3.8 Plan a display of own and others' artwork in dance and drama that reflect the history and culture of the community	Lesson:
Performance Indicator: Learners can demonstrate the ability to use concepts of design process		Core Competencies: CC 8.3: CC9.4: CC 9.6	
Reference: Creative arts and design curriculum P.g 17			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to perform rhythmic physical exercises (SSNIT Pension Scheme Games). Call: Pension oo, Pension! Response: Pension! Call: SSNIT is proper, pension! Response: Pension		
PHASE 2: NEW LEARNING	Guide learners to discuss how events (e.g. birthday parties) are planned in the community. In groups, assist learners discuss and come up with the following ideas: suitable venues, dates, time, chairs, canopies, public address system, etc.	<i>Posters, notices, letters, radio and TV sets, etc.</i>	
PHASE 3: REFLECTION	Summarize key ideas in planning drama and/or dance performance reflection		

Clay Sculpture Techniques

I think gentle and slow, when I am working with moist clay.

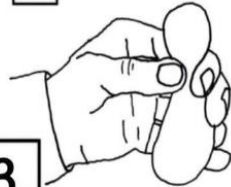
Remember,
gentle
and
slow.



1. I can roll balls of clay.



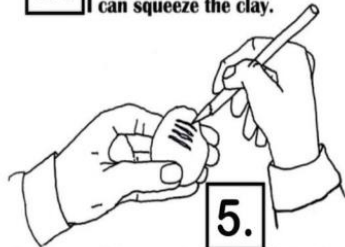
2. I can roll snakes with clay.



3. I can squeeze the clay.

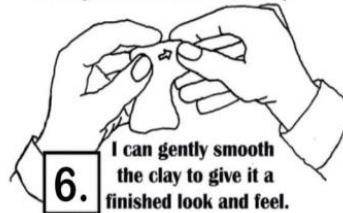


4. I can pull forms out of the clay.

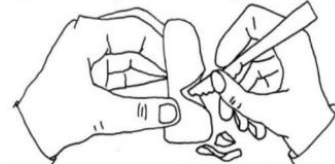


I can carefully scratch designs into the clay.

5.



6. I can gently smooth the clay to give it a finished look and feel.



7. I can subtract (take away) pieces of clay. I can use tools or my fingers.



8. I can add clay pieces to my sculpture.

They must be moistened, scored, and smoothed or, when the clay dries, the pieces will fall off.

Let Learners practice the techniques in modelling in clay and play dough.






Assessment

1. Briefly describe the methods of preparing clay for modelling.
2. Identify any three items used for making pulp paper.
3. State and explain any four techniques for modeling clay.

PHASE 3: REFLECTION

Ask learners to tell what they have learnt.




Let learners display models for appreciation and reflection with

Date: 10 th JUNE, 2022	DAY:	Subject: Creative Arts And Design
Duration:		Strand: Creative Arts
Class: B7	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: B9. 2.2.2. Performing Arts - Music: Exhibit competences in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues	Indicator: B9. 2.2.2.4 Design and produce own musical work that reflects a range of different times and cultures that promote and sensitize the public on emerging topical issues	Lesson: 1 of 1
Performance Indicator: Learners can Design and produce own musical work.	Core Competencies: CG5.3: CG6.1	
Reference: Creative Arts And Design Curriculum P.g. 54		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let Learners sing “Da N’a Se, Da N’a Ase” song. Draw learners attention to the new lesson’s content standard and indicator	
PHASE 2: NEW LEARNING	<p>Have learners discuss the instruments used to accompany marching into classes and also used during school worship. Ask learners to list as many as they have in the school. Example: bass drum, snare, drum pati (Tom), conga.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><i>Pati drum(Tom)</i></p> </div> <div style="text-align: center;">  <p><i>conga</i></p> </div> <div style="text-align: center;">  <p><i>bass drum snare</i></p> </div> </div> <p>Revise the previous lesson on rhythm (durational values). Ask learners to clap excerpts given for their homework last week.</p> <p>Give out some of the percussive instruments and ask learners to play their rhythmic patterns on it.</p> <p>Put learners into small groups to compose a short percussive music for any four percussive instruments by writing down the rhythmic patterns that should be played on each one.</p>	Pictures\ video

	<p><i>Eg:</i> 1) <i>Da N'a Se, Da N'a Ase</i> 2) <i>Yâ Bô Tow Ebenezer</i> 3) <i>Halleluyah! Soro Abôfo Tow Dwom</i> 4) <i>Domfo Nyankopôn</i></p> <p><u>Assessment:</u> 1. Identify any four instruments used at school or church. 2. State the uses of the instruments identified above.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.</p> <p>Ask learners to tell what they have learnt.</p>	

CREATIVE ARTS AND DESIGN – B7

WEEK 6

Date: 17 th JUNE, 2022	DAY:	Subject: Creative Arts and Design
Duration:		Strand: Design
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment.
Content Standard: B7. 1.1.1. Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design in nature and the manmade environment.		Indicator: B7. 1.1.1.2 Research to identify and record what constitutes the 'elements of design' in nature and as building blocks for composition and creative expression of ideas.
Performance Indicator: Learners can identify and record what constitutes the elements of design' in nature and as building blocks		Lesson: 1 OF 2
Core Competencies: CC7.5: CP5.1: CI6.2: DL5.6:		
Reference: Creative Arts and Design Curriculum P.g. 3		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Guide Learners describe the elements of design found in the natural environment. Element of design are the basic units of a visual image. Examples are dot, line, shape, texture, colour, value. Natural Elements  Line  Dot  Texture Brainstorm and experiment with tools and materials and watch video on natural environment. Discuss with the learners on how to apply the tools, materials and equipment in making elements of design from nature. Example: Eye as Dot, Tail as line. Assist learners to apply available tools and materials to create elements of design that reflect those found in nature and the manmade environment.	Pictures, charts , Pencils, paper, charcoal, pencil,

PHASE 3: REFLECTION	Learners talk about the steps involved in making elements of design from both natural and man-made environments	
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Date: 17 th JUNE, 2022	DAY:	Subject: Creative Arts And Design
Duration:		Strand: Creative Arts
Class: B7	Class Size:	Sub Strand: Media and Techniques
Content Standard: B7. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling		Indicator: B7 2.1.1.3 Experiment by using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling
Performance Indicator: Learners can demonstrate the techniques to test and prepare clay for modelling		Lesson:
Core Competencies: CC9.4: CP5.2: CI5.1: DL5.3		
Reference: Creative Arts And Design Curriculum P.g. 7		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Show a video/ pictures on how to prepare and test clay and pulp paper for modelling. Learners answer questions to motivate them on how to prepare and test clay for modelling. For example. How do you prepare clay for modelling?	
PHASE 2: NEW LEARNING	Brainstorm learners and explain how to prepare and test clay and pulp paper for modelling. Guide learners to discuss the methods of preparing clay. Example: the wet and dry method <u>Preparing Pulp Paper</u> <ul style="list-style-type: none"> • Tear the newspaper, scrap paper into very small bits • Beat the paper and water in the blender, or with egg beater, to make pulp. • Pour the pulp into a flat pan. • Slide the screen into the bottom of the pan and move it around until it is evenly covered with pulp, etc. Let learners Identify and use hand building techniques for modelling in clay, play dough, plasticine, papier mâché (pulp paper).	pictures or videos of hand building

Clay Sculpture Techniques

I think gentle and slow, when I am working with moist clay.

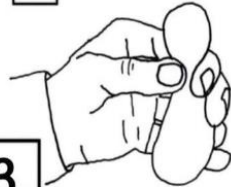
Remember, gentle and slow.



1. I can roll balls of clay.



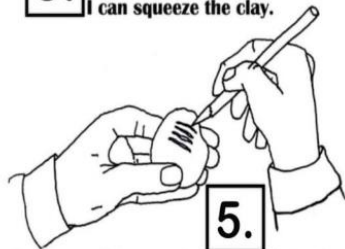
2. I can roll snakes with clay.



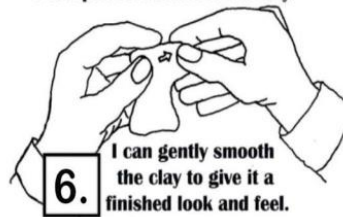
3. I can squeeze the clay.



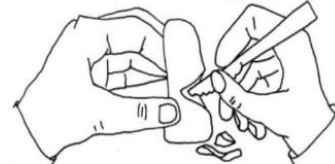
4. I can pull forms out of the clay.



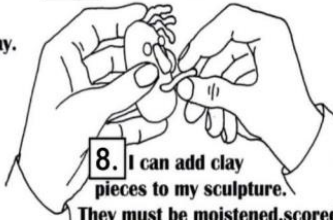
5. I can carefully scratch designs into the clay.



6. I can gently smooth the clay to give it a finished look and feel.



7. I can subtract (take away) pieces of clay. I can use tools or my fingers.



8. I can add clay pieces to my sculpture. They must be moistened, scored, and smoothed or, when the clay dries, the pieces will fall off.

Let Learners practice the techniques in modelling in clay and play dough.



Assessment

1. Briefly describe the methods of preparing clay for modelling.
2. Identify any three items used for making pulp paper.
3. State and explain any four techniques for modeling clay.

PHASE 3: REFLECTION

Ask learners to tell what they have learnt.

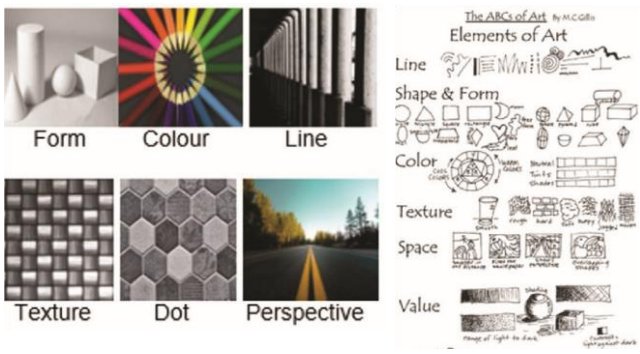
Let learners display models for appreciation and reflection with

Date: 17 th JUNE, 2022	DAY:	Subject: Creative Arts And Design
Duration:		Strand: Creative Arts
Class: B7	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: B7. 2.2.3 Dance and Drama: Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.		Indicator: B7.2.2.3.8 Plan a display of own and others' artwork in dance and drama that reflect the history and culture of the community
		Lesson: 1 of 1
Performance Indicator: Learners can plan a display of own and others' artwork in dance and drama		Core Competencies: CG5.3: CG6.1
Reference: Creative Arts And Design Curriculum P.g. 17		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Review with learners what they learnt in the previous lesson.</p> <p>Draw learners attention to the new lesson's content standard and performance indicators</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to discuss how events (e.g. birthday parties) are planned in the community.</p> <p>Learners to plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community.</p> <p>Discuss the need for performing collection of own or others music, dance and drama.</p> <p>In groups, assist learners to discuss and come up with the following ideas:</p> <ul style="list-style-type: none"> • suitable venues, • dates, • time, • chairs, • canopies, • public address system, etc. <p>Guide learners to select and agree on a theme for the performance.</p> <p>Engage learners in the process of getting the audience by sending manual or electronic invitations (e.g. letters, postcards, WhatsApp).</p>	<i>Posters, notices, letters, radio and TV sets, etc.</i>


	<p>Let them select own or other people's compositions for the performance.</p> <p>Guide learners to plan the sequence of events, stage plan identifying the positions of all facilities.</p> <p>Engage learners in the Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.</p> <p>Ask learners to tell what they have learnt.</p>	

CREATIVE ARTS AND DESIGN – B7

WEEK 7

Date: 24 th JUNE, 2022	DAY:	Subject: Creative Arts and Design
Duration:		Strand: Design
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment.
Content Standard: B7. 1.1.1. Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design in nature and the manmade environment.		Indicator: B7. 1.1.1.2 Research to identify and record what constitutes the 'elements of design' in nature and as building blocks for composition and creative expression of ideas.
Performance Indicator: Learners can identify and record what constitutes the elements of design' in nature and as building blocks		Lesson: 1 OF 2
Reference: Creative Arts and Design Curriculum P.g. 3		Core Competencies: CC7.5: CP5.1: CI6.2: DL5.6:
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Show video/ pictures on techniques in making elements of design. Let learners answer questions to motivate them on techniques in making elements of design	
PHASE 2: NEW LEARNING	Learners brainstorm and reflect on techniques in creating elements of design. <i>Elements of design are found in natural and manmade objects. Examples: form, texture, shape, line, perspective, dot.</i> Guide learners identify the skills in creating elements of design and techniques by shading.  <p style="text-align: center;"><i>Drawing of elements</i></p> Assist learners practice the techniques in drawing and creating elements of design based on nature and the manmade environment	Pictures, charts , Pencils, paper, charcoal, pencil,

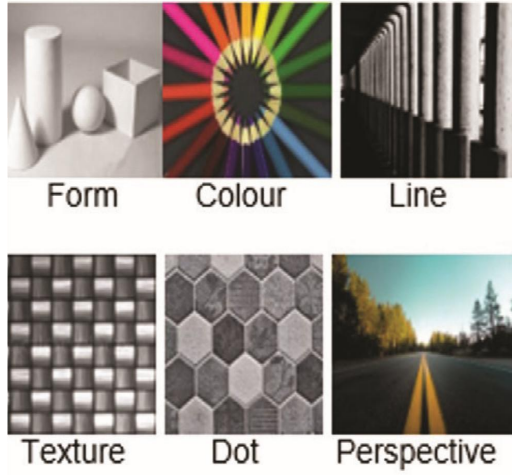
	ASSESSMENT 1. Draw three elements of design using different drawing, shading and coloring techniques. 2. Using the techniques identified, create other elements of design by drawing, shading and coloring using different media.	
PHASE 3: REFLECTION	Learners talk about the steps involved in making elements of design from both natural and man-made environments	


Date: 24 th JUNE, 2022	DAY:	Subject: Creative Arts And Design
Duration:		Strand: Creative Arts
Class: B7	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: B7. 2.2.3 Dance and Drama: Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.		Indicator: B7.2.2.3.8 Plan a display of own and others' artwork in dance and drama that reflect the history and culture of the community
Performance Indicator: Learners can plan a display of own and others' artwork in dance and drama		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2
Reference: Creative Arts And Design Curriculum P.g. 17		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners to assemble at the performance ground for the lesson.</p> <p>Let learners composed for four percussive instruments a fortnight ago. Asked them to extend their compositions; had a rehearsal plan and appointed event planning committees.</p>	
PHASE 2: NEW LEARNING	<p>Ask groups to take a decision on their seating arrangements with their instruments. Groups must sit in a way to clearly see their conductor.</p> <p>Let groups present their percussion compositions to the class. Moderate as appropriate.</p>  <p>Ask other groups to comment on compositions presented.</p> <p>Teacher sum up the lesson, and ask groups to go and extend their compositions with variety of rhythmic</p>	<i>Posters, notices, letters, radio and TV sets, etc.</i>

	patterns and additional instruments for presentation in a concert in future.	
PHASE 3: REFLECTION	Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired. Ask learners to tell what they have learnt.	

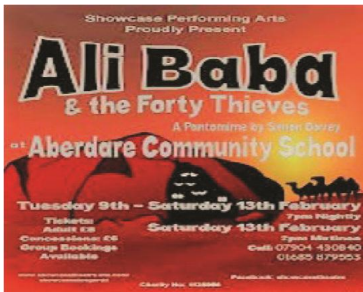
SECOND TERM LESSON PLAN
 CREATIVE ARTS AND DESIGN – B7
 WEEK 8

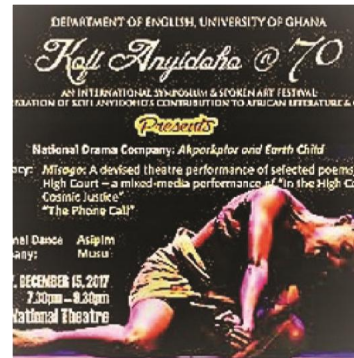
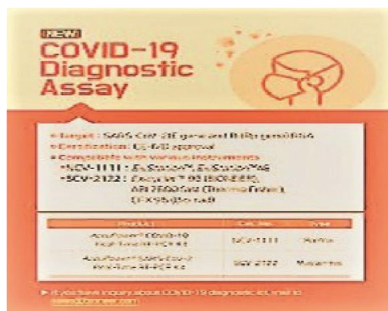
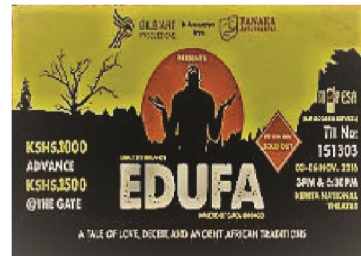
Date:	Period:	Subject: Creative Arts And Design	
Duration:		Strand: Design	
Class: B7	Class Size:	Sub Strand: : Design in Nature and the Manmade Environment	
Content Standard: B7. I.1.1. Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment.		Indicator: B7 I.1.1.2 Research to identify and record what constitutes the 'elements of design' in nature and as building blocks for composition and creative expression of ideas.	Lesson:
Performance Indicator: Learners identify and record what constitutes the elements of design' in nature		Core Competencies: CC7.5: CP5.1: C16.2: DL5.6:	
Reference: Creative arts and design curriculum pg4			
Keywords: Dot, line, shape, texture, colour, value, form, space, and perspective.			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Show video/ pictures on techniques in making elements of design. Let learners answer questions to motivate them on techniques in making elements of design		
PHASE 2: NEW LEARNING	Learners brainstorm and reflect on techniques in creating elements of design. <i>Elements of design are found in natural and manmade objects. Examples: form, texture, shape, line, perspective, dot.</i> Guide learners identify the skills in creating elements of design and techniques by shading.	Picture/ video Pencils, paper, charcoal pencil pastel crayons scissors	

	<div data-bbox="370 195 878 667">  <p>Form Colour Line</p> <p>Texture Dot Perspective</p> </div> <div data-bbox="885 195 1153 672"> <p>The ABCs of Art by M.C.Gill Elements of Art</p> <p>Line</p> <p>Shape & Form</p> <p>Color</p> <p>Texture</p> <p>Space</p> <p>Value</p> </div> <div data-bbox="885 703 1161 745"> <p><i>Drawing of elements</i></p> </div> <div data-bbox="365 903 1242 976"> <p>Assist learners Practise the techniques in drawing and creating elements of design based on nature and the manmade environment</p> </div> <div data-bbox="365 1008 544 1050"> <p>ASSESSMENT</p> </div> <div data-bbox="422 1050 1274 1186"> <ol style="list-style-type: none"> 1. Draw three elements of design using different drawing, shading and colouring techniques. 2. Using the techniques identified, create other elements of design by drawing, shading and colouring using different media. </div>	<p>brushes</p>
<p>PHASE 3: REFLECTION</p>	<p>Learners talk about the techniques used with their peers.</p>	

Date:	Period:	Subject: Creative arts and design	
Duration:		Strand: Creative Arts	
Class: B7	Class Size:	Sub Strand: Media and Techniques	
Content Standard: B7. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling		Indicator: B7 2.1.1.3 Experiment by using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling	Lesson:
Performance Indicator: Learners can demonstrate the techniques to test and prepare clay for modelling		Core Competencies: CC9.4: CP5.2: CI5.1: DL5.3	
Reference: Creative arts and design curriculum pg 7			
Keywords: Clay, play dough, plasticine, papier mâché (pulp paper), slab, pinch, coil, plasticity, kneading, wedging, spatulas			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Show a video/ pictures on how to prepare and test clay and pulp paper for modelling.</p> <p>Learners answer questions to motivate them on how to prepare and test clay for modelling. For example. How do you prepare clay for modelling?</p>		
PHASE 2: NEW LEARNING	<p>Brainstorm learners and explain how to prepare and test clay and pulp paper for modelling.</p> <p>Let learners Identify and use hand building techniques for modelling in clay, play dough, plasticine, papier mâché (pulp paper).</p> 	pictures or videos of hand building	

	Let Learners practise the techniques in modelling in clay and play dough.	
PHASE 3: REFLECTION	Ask learners to tell what they have learnt. Let learners display models for appreciation and reflection with their peers.	

Date:	Period:	Subject: Creative arts and design	
Duration:		Strand: : Creative Arts	
Class: B7	Class Size:	Sub Strand: Creative And Aesthetic Expression	
Content Standard: B7. 2.2.3 <i>Dance and Drama</i> Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and dram		Indicator: B7.2.2.3.9 Organise an appreciation and appraisal of own and others' artworks in dance and drama that reflect the history and culture of the people of the community	Lesson:
Performance Indicator: Learners can demonstrate the ability to use concepts of design process to produce and display own creative		Core Competencies: CP 6.7: CP 5.1:	
Reference: Creative arts and design curriculum pg 17			
Keywords: design, concept, artworks, aesthetic, organise history			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to Perform some rhythmic and physical exercises. Revise previous learning on planning a display of dance and drama performances.		
PHASE 2: NEW LEARNING	Guide learners to brainstorm on how to organise appreciation and appraisal events.  Guide learners to discuss why and how posters are made. E.g: The uses or importance of posters, invitation letters, notices, etc	Picture/ video Poster, letter and/or notices,	



In groups, guide learners to design their own posters.

Post learners' posters in the classroom and guide them to take a gallery-walk.

Guide learners to do a class discussion on the posters.

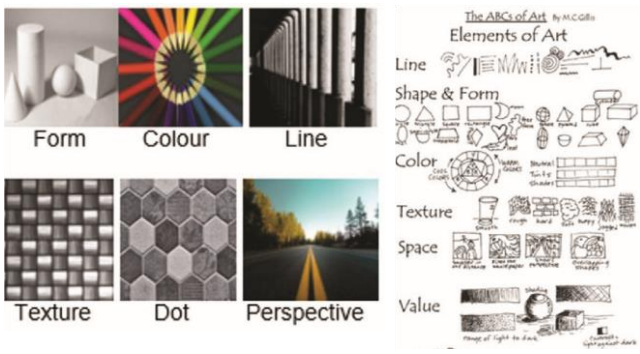
**PHASE 3:
REFLECTION**

Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk.

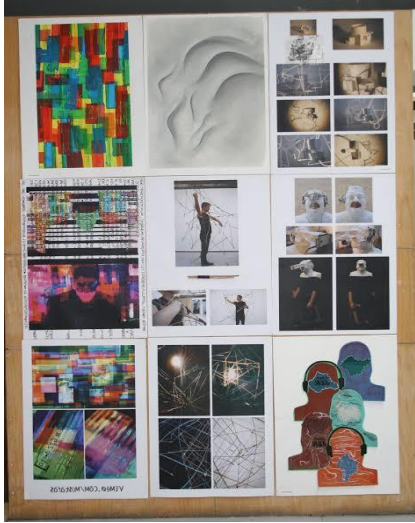
Summarise core-points for learners' reflection

CREATIVE ARTS AND DESIGN – B7

WEEK 9


Date: 8 th JULY, 2022	DAY:	Subject: Creative Arts and Design
Duration:		Strand: Design
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment.
Content Standard: B7. 1.1.1. Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design in nature and the manmade environment.		Indicator: B7. 1.1.1.2 Research to identify and record what constitutes the 'elements of design' in nature and as building blocks for composition and creative expression of ideas.
Performance Indicator: Learners can identify and record what constitutes the elements of design' in nature and as building blocks		Lesson: 1 OF 2
Reference: Creative Arts and Design Curriculum P.g. 4		Core Competencies: CC7.5: CP5.1: CI6.2: DL5.6:
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Show video/ pictures on techniques in making elements of design. Let learners answer questions to motivate them on techniques in making elements of design	
PHASE 2: NEW LEARNING	Learners brainstorm and reflect on techniques in creating elements of design. <i>Elements of design are found in natural and manmade objects. Examples: form, texture, shape, line, perspective, dot.</i> Guide learners identify the skills in creating elements of design and techniques by shading.  <p style="text-align: center;"><i>Drawing of elements</i></p> Assist learners practice the techniques in drawing and creating elements of design based on nature and the manmade environment	Pictures, charts , Pencils, paper, charcoal, pencil,

	ASSESSMENT 1. Draw three elements of design using different drawing, shading and coloring techniques. 2. Using the techniques identified, create other elements of design by drawing, shading and coloring using different media.	
PHASE 3: REFLECTION	Learners talk about the steps involved in making elements of design from both natural and man-made environments	

Date: 8 th JULY, 2022	DAY:	Subject: Creative Arts And Design
Duration:		Strand: Creative Arts
Class: B7	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: Visual Arts: Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.		Indicator: Plan a display of own and others' artworks that reflect the history and culture of the people in the community
Performance Indicator: Learners can plan a display of own and others' artwork in dance and drama		Lesson: 1 of 1
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2		
Reference: Creative Arts And Design Curriculum P.g. 14		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners to assemble at the performance ground for the lesson.</p> <p>Let learners composed for four percussive instruments a fortnight ago. Asked them to extend their compositions; had a rehearsal plan and appointed event planning committees.</p>	
PHASE 2: NEW LEARNING	<p>Assist learners gather and record relevant information to demonstrate understanding and skill in keeping portfolio of artworks.</p> 	<i>Posters, notices, letters, radio and TV sets, etc.</i>

	<p>Learners apply understanding and skills in planning, artworks in class, school and the community.</p> <p>Guide learners apply understanding and skills in exhibiting artworks in class, school and the community.</p> <p>Reflect and use comments to refine own and others' artworks and the exhibition.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.</p> <p>Ask learners to tell what they have learnt.</p>	

Date: 8 th JULY, 2022	DAY:	Subject: Creative Arts And Design
Duration:	Strand: Creative Arts	
Class: B7	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: B7. 2.2.3 Dance and Drama: Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.	Indicator: Appreciate and appraise an indigenous and a non-traditional group within the community based on their style, instruments, song themes, dance movements, etc.	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2
Reference: Creative Arts And Design Curriculum P.g. 20		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Ask learners to assemble at the performance ground for the lesson.</p> <p>Let learners composed for four percussive instruments a fortnight ago. Asked them to extend their compositions; had a rehearsal plan and appointed event planning committees.</p>	
PHASE 2: NEW LEARNING	<p>Play the following video clips of indigenous musical forms briefly and discuss the genres involved with the class, namely:</p> <ol style="list-style-type: none"> 1. Recitative song forms (nnwomkrɔ, ebibindwom, etc.),  <ol style="list-style-type: none"> 2. Dance genre song forms (atsiagbekɔ, adowa, kete, baamaaya, etc.), vocal effects (yodelling, ululation, holler, nasalisation). 	<p>Posters, notices, letters, radio and TV sets, etc.</p>



Explain briefly the four (4) basic aesthetic viewpoints in evaluating a musical art work, namely:

- Formalism
- Referentialism
- Absolutism
- Expressionism

Discuss with learners the basic elements of an indigenous and a neo-traditional group

Eg: origin, ethnic group, gender, age, instruments, song themes, dance movements, stylised dances, singing, drumming, costume, venue.

Put learners into small groups to research, select and document an indigenous and a neo-traditional group within the community on some of the elements discussed.

Ask groups to present the data collected on the indigenous and a neo-traditional group within the community to the class.

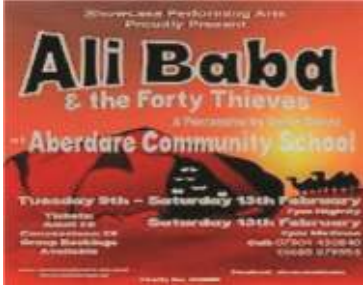


Ask other groups to comment on the data presented. Sum up the lesson, and ask groups to go and do more extensive research on the indigenous and a neo-traditional group within the community for presentation at the next lesson.

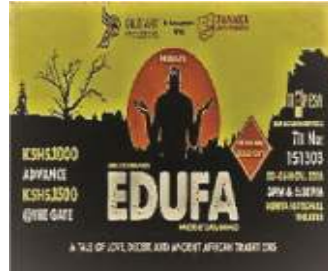
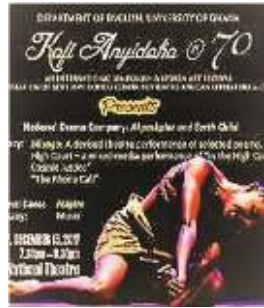
**PHASE 3:
REFLECTION**

Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.

Ask learners to tell what they have learnt.

CREATIVE ARTS AND DESIGN – B7
WEEK 10

Date: 15 th JULY, 2022	DAY:	Subject: Creative Arts And Design
Duration:		Strand: Creative Arts
Class: B7	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: B7. 2.2.3 Dance and Drama: Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.		Indicator: B7.2.2.3.9 Organize an appreciation and appraisal of own and others' artworks in dance and drama that reflect the history and culture of the people of the community
Performance Indicator: Learners can demonstrate the ability to use concepts of design process to produce and display own creative		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2
Reference: Creative Arts And Design Curriculum P.g. 17		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Engage learners to Perform some rhythmic and physical exercises.</p> <p>Revise previous learning on planning a display of dance and drama performances.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to brainstorm on how to organize appreciation and appraisal events.</p>  <p>Guide learners to discuss why and how posters are made.</p> <p>E.g.: The uses or importance of posters, invitation letters, notices, etc</p>  	Picture/ video Poster, letter and/or notices,



In groups, guide learners to design their own posters.

Post learners' posters in the classroom and guide them to take a gallery-walk.

Guide learners to do a class discussion on the posters.

**PHASE 3:
REFLECTION**

Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.

Ask learners to tell what they have learnt.