

CREATIVE ARTS – BASIC 9

THIRD TERM SCHEME OF LEARNING

| WEEKS | STRAND | SUB STRAND | LESSON | INDICATORS | RESOURCES |
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| 1 | Design | Creativity, Innovation & The Design Process <ul style="list-style-type: none"> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society | Lesson 7 | B9 1.3.1.1 Examine specific artefacts available in the local community and report on specific challenges associated with their design for reflection and discussion. | Pen, pencil paper/sketch pad |
| | Visual Arts | Media and Techniques <ul style="list-style-type: none"> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding | Lesson 9 | B9 2.1.1.4 Experiment by using techniques in construction using available media to create own ideas and make visual artworks | Pencils, paper, scissors, brushes, crayon, color, measuring tools |
| | Music | Media and Techniques <ul style="list-style-type: none"> B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music | Lesson 11 | B9 2.1.2.7 Create/improvise a melody using (I, VI, IV, V) as the ostinato bass line | Melodic instrument |
| 2 | Design | Creativity, Innovation & The Design Process <ul style="list-style-type: none"> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the | Lesson 7 | B9 1.3.1.1 Examine specific artefacts available in the local community and report on specific | Pen, pencil paper/sketch pad |

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| | | design process and its application in developing design solutions to problems in society | | challenges associated with their design for reflection and discussion. | |
| | Visual Arts | Media and Techniques <ul style="list-style-type: none"> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding | Lesson 9 | B9.2.1.1.4 Experiment by using techniques in construction using available media to create own ideas and make visual artworks | Pencils, paper, scissors, brushes, crayon, color, measuring tools |
| | Dance/Drama | Media and Techniques <ul style="list-style-type: none"> B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama | Lesson 1 | B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama | Pictures/diagrams of body profiles and positions |
| 3 | Music | Media and Techniques <ul style="list-style-type: none"> B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music | Lesson 12 | B9.2.1.2.7 Create/improvise a melody using (I, VI, IV, V) as the ostinato bass line | Melodic instrument |
| | Dance/Drama | Media and Techniques <ul style="list-style-type: none"> B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama | Lesson 2 | B9.2.1.3.9 Experiment and practise by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama | Pictures/diagrams of body profiles and positions |
| 4 | Design | Creativity, Innovation & The Design Process <ul style="list-style-type: none"> B9. 1.3.1 Demonstrate understanding of creativity and innovation in terms of the | Lesson 8 | B9.1.3.1.2 Evaluate the design of different products and suggest ways in which they could be | Pen, pencil paper/sketch pad |

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| | | design process and its application in developing design solutions to problems in society | | modified to solve other problems in society. | |
| | Visual Arts | Creative and Aesthetic Expression <ul style="list-style-type: none"> B9. 2.2.1. Exhibit art works produced from competences and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures | Lesson 10 | B9. 2.2.1.3 Organise an appreciation and appraisal of artworks produced using inspiration and ideas from different times, cultures and other relevant topical issues | Pencils, paper, scissors, brushes, crayon, color, measuring tools |
| | Dance/Drama | Media and Techniques <ul style="list-style-type: none"> B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama | Lesson 2 | B9.2.1.3.9 Experiment and practise by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama | Pictures/diagrams of body profiles and positions |
| 5 | Design | Creativity, Innovation & The Design Process <ul style="list-style-type: none"> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society | Lesson 8 | B9 1.3.1.2 Evaluate the design of different products and suggest ways in which they could be modified to solve other problems in society. | Pen, pencil paper/sketch pad |
| | Visual Arts | Creative and Aesthetic Expression <ul style="list-style-type: none"> B9. 2.2.1. Exhibit art works produced from competences and skills acquired from the application of the philosophies, designs and | Lesson 10 | B9.2.2.1.3 Organise an appreciation and appraisal of artworks produced using inspiration and ideas from different times, cultures and other relevant topical issues | Pencils, paper, scissors, brushes, crayon, color, measuring tools |

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| | | processes learnt from different times and cultures | | | |
| | Music | Creative and Aesthetic Expression <ul style="list-style-type: none"> B9. 2.2.2. 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 | Lesson 13 | B9.2.2.2.6. Organise an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitise the public on emerging topical issues | Melodic instrument |
| 6 | Music | Creative and Aesthetic Expression <ul style="list-style-type: none"> B9. 2.2.2. 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 | Lesson 13 | B9.2.2.2.6. Organise an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitise the public on emerging topical issues | Melodic instrument |
| | Dance/Drama | Creative and Aesthetic Expression <ul style="list-style-type: none"> B9. 2.2.3 Producing a Dance Drama | Lesson 4 | B9.2.2.3.8 Post-performance analysis of the original dance drama and/ or one act play | Pictures/diagrams of body profiles and positions |
| 7 | Design | Creativity, Innovation & The Design Process <ul style="list-style-type: none"> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society | Lesson 9 | B9 1.3.1.3 Display design expressions and prototypes of artefacts to disseminate own creativity and innovation for appreciation and feedback | Pen, pencil paper/sketch pad |
| | Music | Creative and Aesthetic Expression | Lesson 14 | B9.2.2.2.6. Organise an appreciation and appraisal of own original musical works and those of | Melodic instrument |

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| | | <ul style="list-style-type: none"> B9. 2.2.2. 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 | | others on the African continent that promote and sensitise the public on emerging topical issues | |
| | Dance/Drama | Connections In Local & Global Cultures <ul style="list-style-type: none"> B9. 2.3.3. Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues | Lesson 5 | B9. 2.3.3.6 Create and perform a one act play or dance based on your selected African creative work (dance/drama) | Pictures/diagrams of body profiles and positions |
| 8 | Design | Creativity, Innovation & The Design Process <ul style="list-style-type: none"> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society | Lesson 9 | B9 1.3.1.3 Display design expressions and prototypes of artefacts to disseminate own creativity and innovation for appreciation and feedback | Pen, pencil paper/sketch pad |
| | Music | Creative and Aesthetic Expression <ul style="list-style-type: none"> B9. 2.2.2 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 | Lesson 14 | B9. 2.2.2.6. Organise an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitise the public on emerging topical issues | Melodic instrument |
| | Dance/Drama | Creative and Aesthetic Expression <ul style="list-style-type: none"> B9. 2.2.3 Producing a Dance Drama | Lesson 5 | B9.2.2.3.9 Organise an appreciation and appraisal of own and others' dance and drama | Pictures/diagrams of body profiles and positions |

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| | | | | artworks that reflect a range of different times, cultures and topical issues | |
| 9 | Visual Arts | Connections In Local & Global Cultures <ul style="list-style-type: none"> B9. 2.3.1. Demonstrate the skill to correlate and generate ideas from creative artworks of African artists that reflect a range of different times, cultures and topical issues | Lesson 11 | B9. 2.3.1.2 Examine and reflect on how African visual artists use their influence and personal responses to connect with other creative arts and subjects in Africa | Pencils, paper, scissors, brushes, crayon, color, measuring tools |
| | Music | Connections In Local & Global Cultures <ul style="list-style-type: none"> B9. 2.3.2. Demonstrate the skill to correlate African music that reflect the history, culture and topical issues | Lesson 15 | B9. 2.3.2.4 Appreciate and appraise at least three (3) African indigenous dance genres and three (3) popular musical genres from an African nation based on their style, instruments, song themes, forms, dance movements, etc | Melodic instrument |
| 10 | Visual Arts | Connections In Local & Global Cultures <ul style="list-style-type: none"> B9. 2.3.1. Demonstrate the skill to correlate and generate ideas from creative artworks of African artists that reflect a range of different times, cultures and topical issues | Lesson 11 | B9. 2.3.1.2 Examine and reflect on how African visual artists use their influence and personal responses to connect with other creative arts and subjects in Africa | Pencils, paper, scissors, brushes, crayon, color, measuring tools |
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| | Dance/Drama | Connections In Local & Global Cultures <ul style="list-style-type: none"> B9. 2.3.3. Dance and Drama: Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues | Lesson 6 | B9.2.3.3.6 Create and perform a one act play or dance based on your selected African creative work (dance/drama | Pictures/diagrams of body profiles and positions |
| II | Visual Arts | Connections In Local & Global Cultures <ul style="list-style-type: none"> B9. 2.3.1. Demonstrate the skill to correlate and generate ideas from creative artworks of African artists that reflect a range of different times, cultures and topical issues | Lesson 11 | B9. 2.3.1.2 Examine and reflect on how African visual artists use their influence and personal responses to connect with other creative arts and subjects in Africa | Pencils, paper, scissors, brushes, crayon, color, measuring tools |
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| | Dance/Drama | Connections In Local & Global Cultures <ul style="list-style-type: none"> B9. 2.3.3. Dance and Drama: Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues | Lesson 7 | B9.2.3.3.7 Conduct a performance review | Pictures/diagrams of body profiles and positions |

THIRD TERM

WEEKLY LESSON PLAN – B9

WEEK 1

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| Week Ending: | DAY: | Subject: Creative Arts And Design | |
| Duration: 60MINS | | Strand: Design | |
| Class: B9 | Class Size: | Sub Strand: Creativity, Innovation & The Design Process | |
| Content Standard: B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society | | Indicator: B9 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society | Lesson: 1 of 1 |
| Performance Indicator: Learners can identify and analyze everyday tools from the local community. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Artefact, design, functionality, challenge | | |
| Reference: Creative Arts and Design Curriculum Pg. 44 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Display the borrowed tools (or pictures) in front of the class. Ask learners: What are these objects? How do you think they are used?</p> <p>Encourage them to share their experiences with these tools.</p> <p>Discuss the importance of tools in everyday life. Explain how tools help us complete tasks more easily and efficiently.</p> | | |
| PHASE 2: NEW LEARNING | <p>Divide learners into small groups, each assigned to a specific tool. Provide them with time to closely examine the tool.</p> <p>Guide them to discuss the following questions:</p> <ul style="list-style-type: none"> • What is the purpose of this tool? • How does the design of the tool help it perform its function? (e.g., shape, material) | <p>A variety of everyday tools borrowed from the local community (e.g., hoe from a farm, kitchen stool, basket used for</p> | |

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| | <ul style="list-style-type: none"> • Are there any specific parts of the tool that seem particularly important? <p>Ask learners to consider the design of the tool from a critical perspective.</p> <p>Encourage them to identify potential challenges associated with the tool's design or use. These challenges could be related to:</p> <ul style="list-style-type: none"> • Functionality: Does the tool work well for its intended task? Are there limitations in its effectiveness? • Usability: Is the tool comfortable or easy to use? Are there safety considerations? • Durability: Does the tool seem strong and likely to last? Are the materials appropriate for the task? • Accessibility: Can everyone easily use this tool? Are there modifications that could make it more inclusive? <p>After individual group discussions, have each group share their findings about the tool's function and identified challenges.</p> <p>Encourage class discussion about the different perspectives and potential improvements.</p> <p><u>Assessment</u></p> <p>Choose one of the tools you examined today. Describe its purpose and how it is used.</p> <p>Identify two challenges associated with the design of this tool. Explain how these challenges might affect the way the tool is used.</p> <p>Imagine you are tasked with improving the design of this tool. Describe one change you would make and explain how it would address a challenge or improve the tool's functionality.</p> | <p>shopping or farming)</p> <p>Pictures of local tools</p> |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

| Week Ending: | DAY: | Subject: Creative Arts And Design | |
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| Duration: 60MINS | | Strand: Visual Arts | |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques | |
| Content Standard: B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding | | Indicator: B9 2.1.1.4 Experiment by using techniques in construction using available media to create own ideas and make visual artworks | Lesson: 1 of 1 |
| Performance Indicator: Learners can identify and describe different techniques used in construction art. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Construction Art, Technique, Materiality, Artist's Message | | |
| Reference: Creative Arts And Design Curriculum Pg. 46 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Display an image of a construction artwork on the board (without revealing the artist or title).</p> <p>Ask learners: What do you see in this picture? What materials do you think were used to create it? How is it different from a painting or sculpture?</p> <p>Explain that today's lesson will explore construction art, where artists build three-dimensional works using various materials.</p> | | |
| PHASE 2: NEW LEARNING | <p>List both local and international artist to be considered for the lesson.</p> <ul style="list-style-type: none"> Local Artists (Examples): K. Z. Adzraku, Margaret Asabea Anakwa National Artist: P.M. Amonoo International Artists (Diaspora): El Anatsui, Ibrahim Mahama <p>Present images of artworks by the listed artists. For each artwork, discuss the following:</p> | <p>Images (printed or digital) of artworks by the mentioned artists</p> | |

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| | <ul style="list-style-type: none"> ● Artist and Title: Briefly introduce the artist and the title of the artwork (if available). ● Materials and Techniques: Identify the materials used and the construction techniques employed (e.g., assemblage, collage, found objects). Discuss how the materials contribute to the overall look and feel of the artwork. ● Artist's Message: Encourage learners to analyze the artwork and brainstorm the message or story the artist might be trying to convey. Consider the subject matter, materials, and overall composition. <p>Compare and contrast the construction techniques used by the local artist(s) with those used by the national and international artists.</p> <p>Discuss how these techniques might reflect cultural influences or the artist's personal style.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Choose one artwork you saw in class today. Describe the materials and construction techniques used in this artwork. 2. Explain how the materials and techniques used by the artist might contribute to the meaning or message of the artwork. 3. Briefly compare and contrast the construction techniques used by a local artist with those used by an international artist presented in class. 4. Why do you think artists might choose to use construction techniques instead of traditional painting or sculpting methods? | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

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| Week Ending: | DAY: | Subject: Creative Arts And Design |
| Duration: 60MINS | | Strand: Performing Arts (Music) |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques |
| Content Standard: B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music | | Indicator: B9 2.1.3.7 Create a simple Dance Drama and/or one act based on a topical issue |
| Performance Indicator: Learners can differentiate between Dance Drama and One-Act Play in terms of material usage | | Lesson: 1 of 1 |
| Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| Key words | Performance, Atmosphere, Character Portrayal, Storytelling | |
| Reference: Creative Arts And Design Curriculum Pg. 48 | | |
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| Phase/Duration | Learners Activities | Resources |
| PHASE I: STARTER | Briefly show clips of Dance Drama and One-Act Play excerpts focusing on visuals. Ask learners: What differences did you notice between the two performances? How did the costumes, props, and sets contribute to the overall experience? Explain that materials are more than just decorations; they play a crucial role in setting the scene, portraying characters, and enhancing the story in a performance. | |
| | Divide learners into small groups. Distribute images of distinct Dance Drama and One-Act Play scenes. Guide learners to discuss the following for each image: <ul style="list-style-type: none"> • Performance Type: Is it a Dance Drama or One-Act Play? • Material Impact: Describe the costumes, props, and set design. How do these materials set the atmosphere and tell the story? | Images showcasing distinct costumes, props, and sets for Dance Dramas and One-Act Plays |

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| | <ul style="list-style-type: none"> • Character Clues: Explain how the materials used in costumes and props help portray the characters. <p>Have each group brainstorm a short performance concept (Dance Drama or One-Act Play) and sketch some ideas on construction paper or recycled materials, focusing on how they would use costumes, props, and set elements to convey their concept.</p> <p>Class discussion. Ask learners: How can choosing the right materials impact the performance? Consider factors like budget, practicality, and symbolism.</p> <p><u>Assessment</u></p> <p>List 3 materials you would use for costumes, props, and set design in your performance.</p> <p>Explain how these materials would help you create the atmosphere, characters, and overall message you want to convey.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

THIRD TERM

WEEKLY LESSON PLAN – B9

WEEK 2

| Week Ending: | DAY: | Subject: Creative Arts And Design | |
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| Duration: 60MINS | | Strand: Design | |
| Class: B9 | Class Size: | Sub Strand: Creativity, Innovation & The Design Process | |
| Content Standard: B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society | | Indicator: B9 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society | Lesson: 1 of 1 |
| Performance Indicator: Learners can identify and analyze everyday tools from the local community. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Artefact, design, functionality, challenge | | |
| Reference: Creative Arts and Design Curriculum Pg. 44 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Display the borrowed tools (or pictures) in front of the class. Ask learners: What are these objects? How do you think they are used?</p> <p>Encourage them to share their experiences with these tools.</p> <p>Discuss the importance of tools in everyday life. Explain how tools help us complete tasks more easily and efficiently.</p> | | |
| PHASE 2: NEW LEARNING | <p>Divide learners into small groups, each assigned to a specific tool. Provide them with time to closely examine the tool.</p> <p>Guide them to discuss the following questions:</p> <ul style="list-style-type: none"> • What is the purpose of this tool? • How does the design of the tool help it perform its function? (e.g., shape, material) • Are there any specific parts of the tool that seem particularly important? <p>Ask learners to consider the design of the tool from a critical perspective.</p> | <p>A variety of everyday tools borrowed from the local community (e.g., hoe from a farm, kitchen stool, basket used for shopping or farming)</p> <p>Pictures of local tools</p> | |

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| | <p>Encourage them to identify potential challenges associated with the tool's design or use. These challenges could be related to:</p> <ul style="list-style-type: none"> • Functionality: Does the tool work well for its intended task? Are there limitations in its effectiveness? • Usability: Is the tool comfortable or easy to use? Are there safety considerations? • Durability: Does the tool seem strong and likely to last? Are the materials appropriate for the task? • Accessibility: Can everyone easily use this tool? Are there modifications that could make it more inclusive? <p>After individual group discussions, have each group share their findings about the tool's function and identified challenges.</p> <p>Encourage class discussion about the different perspectives and potential improvements.</p> <p><u>Assessment</u></p> <p>Choose one of the tools you examined today. Describe its purpose and how it is used.</p> <p>Identify two challenges associated with the design of this tool. Explain how these challenges might affect the way the tool is used.</p> <p>Imagine you are tasked with improving the design of this tool. Describe one change you would make and explain how it would address a challenge or improve the tool's functionality.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

| Week Ending: | DAY: | Subject: Creative Arts And Design | |
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| Duration: 60MINS | | Strand: Visual Arts | |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques | |
| Content Standard: B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding | | Indicator: B9 2.1.1.4 Experiment by using techniques in construction using available media to create own ideas and make visual artworks | Lesson: 1 of 1 |
| Performance Indicator: Learners can apply construction techniques explored in the previous lesson to create their own artworks. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Elements of Art, Design, Critique, Self-evaluation | | |
| Reference: Creative Arts And Design Curriculum Pg. 46 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Briefly review the different construction techniques explored in the previous lesson (assemblage, collage, found objects).</p> <p>Show learners examples of artwork created from recycled or everyday materials.</p> <p>Discuss how these materials can be transformed into something creative and meaningful.</p> | | |
| PHASE 2: NEW LEARNING | <p>Distribute the worksheet with a design template. Learners will sketch and plan their construction artwork.</p> <p>Guide them to consider the following:</p> <ul style="list-style-type: none"> • Theme or Message: What story or idea do they want to convey? • Materials: Which recycled or craft materials will they use and why? • Construction Techniques: How will they assemble their artwork using the learned techniques? • Elements of Art: Encourage learners to think about how they can use form, line, texture, color, and shape to create a visually interesting artwork. | <p>Craft materials (glue, scissors, paint, markers, etc.)</p> <p>Recycled materials (cardboard, fabric scraps, bottle caps, etc.)</p> | |

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| | <p>Provide learners with time and materials to create their construction artworks based on their plans.</p> <p>Offer guidance and support as needed.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Sketch your design for your construction artwork on the provided template. 2. Briefly describe the message or story you want to convey with your artwork. 3. List the materials you plan to use and explain why you chose them. 4. Describe your completed construction artwork. What materials and techniques did you use? 5. How did you use the elements of art (form, line, texture, color, shape) in your artwork? 6. What do you think are the strengths of your artwork? | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

| Week Ending: | DAY: | Subject: Creative Arts And Design |
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| Duration: 60MINS | | Strand: Performing Arts (Dance and Drama) |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques |
| Content Standard: B9. 2.1.3: Demonstrate understanding and application of media and techniques in Dance and Drama | | Indicator: B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can identify the various elements of a performance space beyond the stage itself. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 |
| Key words | Performance Space, Body Awareness, Props, Performance Terminology | |
| Reference: Creative Arts And Design Curriculum Pg. 51 | | |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Show a picture of a performance space (without labeling). Ask learners: What do you see in this picture? Can you identify different parts of the space besides the stage itself?</p> <p>Explain that today's lesson will explore the various elements that contribute to a successful performance, going beyond just the actors or dancers on stage.</p> | |
| | <p>Distribute a diagram of a performance space. Work with learners to identify and label the different elements, such as:</p> <ul style="list-style-type: none"> ● Stage: The platform where the main performance takes place. ● Audience Seating: The area where viewers sit and watch the performance. ● Wings: The offstage areas on either side of the stage used for entrances and exits. ● Backstage: The space behind the stage where sets, props, and performers wait. ● Lighting: The equipment used to create different lighting effects on stage. ● Sound: The system used for sound effects and music during the performance. <p>Show images or videos (optional) of actors or dancers using expressive body language and props effectively.</p> | <p>Images or videos showcasing expressive body language and prop usage in acting and dance</p> |

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| | <p>Discuss how different body parts (facial expressions, gestures, posture) can communicate emotions and ideas. Also, explore how props can enhance character portrayal and storytelling in both acting and dance.</p> <p>Introduce and define key performance terms related to movement, staging, and delivery:</p> <ul style="list-style-type: none"> • Masking: Turning your body or head away from the audience to deliver a line that is not meant to be heard by everyone. • Aside: Directly addressing the audience in a way that the other characters on stage are not supposed to hear. • Apron: The area of the stage that extends beyond the main stage curtain. • Linear Patterns: Movements that follow straight lines or paths across the stage. • Circular Patterns: Movements that follow circular paths or create a sense of focus on a central point. <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Label the different parts of a performance space on the provided diagram. 2. Describe two ways actors or dancers can use their bodies to express emotions or ideas during a performance. 3. Define three of the performance terms you learned in class (masking, aside, apron, linear patterns, circular patterns). Use an example to explain how each term might be used in a performance. | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

THIRD TERM

WEEKLY LESSON PLAN – B9

WEEK 3

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| Week Ending: | DAY: | Subject: Creative Arts And Design |
| Duration: 60MINS | Strand: Performing Arts (Music) | |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques |
| Content Standard: B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music | | Indicator: B9 2.1.2.6 Create/improvise a melody using (I, VI, IV, V) as the ostinato bass line |
| | | Lesson: 1 of 1 |
| Performance Indicator: Learners can create/improvise a melody using (I, VI, IV, V) as the ostinato bass line | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 |
| Key words | Ostinato, Chord progression, Scale | |
| Reference: Creative Arts And Design Curriculum Pg. 48 | | |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | <p>Begin by playing a recording of a familiar song with a recognizable bass line, such as "Seven Nation Army" by The White Stripes.</p> <p>Ask learners to identify the repetitive bass pattern and discuss how it contributes to the overall feel of the song.</p> <p>Briefly explain the concept of an ostinato, emphasizing its role as a foundation for improvisation</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p> | |
| PHASE 2: NEW LEARNING | <p>Play the ostinato [d: l: f: s] on an instrument or keyboard and have learners sing it back individually and in groups.</p> <p>Discuss the intervals between the notes (D-A, A-F, etc.) and reinforce the concept of scales.</p> <p>Divide learners into pairs or small groups. Instruct each learner in each group to play the ostinato continuously while the other improvises a melody on top, using the [I, VI, IV, V] chord progression as a guide.</p> | Music box, pictures and charts |

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| | <p>Encourage them to explore different rhythms, intervals, and dynamics.</p> <p>Challenge learners to create variations on their improvised melodies.</p> <p>Have learners share their improvised melodies with the class, either singing or playing an instrument.</p> <p>Encourage them to be creative and expressive in their performance.</p> <p><u>Assessment:</u></p> <ol style="list-style-type: none"> 1. Can you identify the ostinato and sing it back accurately? 2. How did you use the [I, VI, IV, V] chord progression to guide your improvisation? 3. Describe one way you varied your melody from the previous version. 4. What are some challenges you faced while improvising and how did you overcome them? | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

| Week Ending: | DAY: | Subject: Creative Arts And Design | |
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| Duration: 60MINS | | Strand: Performing Arts (Dance and Drama) | |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques | |
| Content Standard: B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama | | Indicator: B9.2.1.3.9 Experiment and practice by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama | Lesson: 1 of 1 |
| Performance Indicator: Learners can identify and practice various positions on stage, including profiles and positions. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Profile, full back, Positions, stage, balance, harmony | | |
| Reference: Creative Arts And Design Curriculum Pg. 51 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Begin the lesson with a short discussion on the concept of stage positions.</p> <p>Ask learners if they are familiar with terms like "profile," "full back," and "front." Show images or short video clips from the teacher's pack to illustrate these positions on stage.</p> <p>Discuss why understanding stage positions is important for performers and how it contributes to a visually balanced performance.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p> | | |
| PHASE 2: NEW LEARNING | <p>In pairs or small groups, have learners practice different stage positions—profiles, full back, and variations of dance positions.</p> <p>Encourage them to experiment with body angles and explore how these positions can convey different emotions or themes.</p> <p>Assign each group the task of creating a visual artwork using the large sheets of paper.</p> | Music box, pictures and charts, Open space for movement | |

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| | <p>Emphasize the importance of achieving stage balance and harmony in their composition. They can represent characters, scenes, or abstract concepts through their artwork.</p> <p>Encourage groups to discuss and plan how to distribute elements within their artwork to achieve visual balance.</p> <p>Each student should contribute ideas and consider the overall composition.</p> <p>Allow each group to present their artwork to the class. After each presentation, facilitate a brief discussion on how the group achieved balance and harmony in their composition.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> ● "How did your group apply stage positions to create visual balance in your artwork?" ● "What challenges did you encounter in achieving stage harmony, and how did your group address them?" ● "Reflect on your own contribution to the group. How did you communicate and collaborate with your peers?" ● "In what ways do stage positions and balance contribute to the overall aesthetics and impact of a theatrical performance?" | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

THIRD TERM

WEEKLY LESSON PLAN – B9

WEEK 4

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| Week Ending: | DAY: | Subject: Creative Arts And Design | |
| Duration: 60MINS | | Strand: Design | |
| Class: B9 | Class Size: | Sub Strand: Creativity, Innovation & The Design Process | |
| Content Standard: B9 I.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society | | Indicator: B9 I.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design | Lesson: 1 of 1 |
| Performance Indicator: Learners can analyze the design features of everyday products. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Product, Design, Repurposing, Sustainability | | |
| Reference: Creative Arts And Design Curriculum Pg. 44 | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Display the everyday products in front of the class. Ask learners: What are these objects? What are they typically used for?</p> <p>Explain that every product is designed with a specific purpose in mind.</p> <p>Discuss how the design features (shape, materials, etc.) of a product contribute to its functionality (how well it performs its intended task).</p> | | |
| PHASE 2: NEW LEARNING | <p>Divide learners into pairs, each assigned a specific product.</p> <p>Provide them with time to closely examine the product. Guide them through the following questions:</p> <ol style="list-style-type: none"> 1. What is the main function of this product? 2. Describe some key design features of this product. (e.g., shape, material, moving parts) 3. How do these features help the product perform its function? <p>Introduce the concept of repurposing. Explain how existing products can be creatively modified to solve different problems.</p> <p>Challenge learners to think beyond the original purpose of their assigned product.</p> <p>Ask learners to brainstorm ways in which their product could be modified to address a social or environmental challenge.</p> <p>Encourage them to consider the product's design features and how they could be adapted for a new purpose.</p> | A variety of everyday products with different functionalities (e.g., water bottle, stapler, shoebox) | |

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| | <p>Have each pair share their product, the identified challenge, and their proposed modifications with the class.</p> <p>Encourage discussion and feedback on the different ideas.</p> <p><u>Assessment</u> Choose the product you analyzed in class. Describe its original purpose and some of its design features.</p> <p>Identify a social or environmental challenge that this product could be modified to address. (e.g., water scarcity, waste reduction)</p> <p>Explain how you would modify the design of this product to address the chosen challenge. Be specific about the changes you would make and how they would be helpful.</p> <p>Why do you think repurposing existing products can be a valuable approach to problem-solving?</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

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| Week Ending: | DAY: | Subject: Creative Arts And Design | |
| Duration: 60MINS | | Strand: Visual Arts | |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques | |
| Content Standard: B9. 2.2.1 Exhibit art works produced from competencies and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures | | Indicator: B9. 2.2.1.3 Organise an appreciation and appraisal of artworks produced using inspiration and ideas from different times, cultures and other relevant topical issues. | Lesson: 1 of 1 |
| Performance Indicator: Learners can analyze artworks using key criteria like form, content, elements, and principles of art. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Appreciation, Criteria, Context, Impact | | |
| Reference: Creative Arts And Design Curriculum P.g. 53 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Display the image of the artwork on the board without revealing the artist or title.</p> <p>Ask learners: What do you see in this picture? What emotions or feelings does it evoke?</p> <p>Explain that today's lesson will help them analyze and appreciate artwork by looking beyond the first glance.</p> | | |
| PHASE 2: NEW LEARNING | <p>Divide learners into small groups. Distribute the worksheet with a list of criteria for analyzing artwork:</p> <ul style="list-style-type: none"> • Form: How is the artwork structured? What materials and techniques were used? • Content: What is the subject matter of the artwork? What story or message might it be trying to convey? • Elements of Art: How are the elements of art (line, shape, color, texture, form) used to create the artwork? • Principles of Art: How are the principles of art (balance, contrast, emphasis, pattern, rhythm, unity) used to create a sense of harmony or visual interest? • Purpose: Why might this artwork have been created? Was it for religious reasons, to tell a story, or simply for aesthetic beauty? • Cultural Context: When and where was this artwork created? How might the culture or historical period have influenced the artist and the artwork? <p>Learners will use the worksheet criteria to analyze the artwork in their groups.</p> | High-quality image (printed or digital) of an artwork | |

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| | <p>Encourage them to discuss their observations and interpretations.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none">1. Briefly describe the artwork you analyzed.2. Use the provided criteria (form, content, elements & principles, purpose, context) to analyze the artwork in your group. Fill out the chart on the worksheet with your group's observations and interpretations. | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

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| Week Ending: | DAY: | Subject: Creative Arts And Design |
| Duration: 60MINS | | Strand: Performing Arts (Dance and Drama) |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques |
| Content Standard: B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama | Indicator: B9.2.1.3.9 Experiment and practice by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama | Lesson: 1 of 1 |
| Performance Indicator: Learners can identify and practice various positions on stage, including profiles and positions. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 |
| Key words | Profile, full back, Positions, stage, balance, harmony | |
| Reference: Creative Arts And Design Curriculum P.g. 51 | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE I: STARTER | <p>Begin the lesson with a short discussion on the concept of stage positions.</p> <p>Ask learners if they are familiar with terms like "profile," "full back," and "front." Show images or short video clips from the teacher's pack to illustrate these positions on stage.</p> <p>Discuss why understanding stage positions is important for performers and how it contributes to a visually balanced performance.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p> | |
| | <p>In pairs or small groups, have learners practice different stage positions—profiles, full back, and variations of dance positions.</p> <p>Encourage them to experiment with body angles and explore how these positions can convey different emotions or themes.</p> <p>Assign each group the task of creating a visual artwork using the large sheets of paper.</p> <p>Emphasize the importance of achieving stage balance and harmony in their composition. They can represent characters, scenes, or abstract concepts through their artwork.</p> <p>Encourage groups to discuss and plan how to distribute elements within their artwork to achieve visual balance.</p> <p>Each learner should contribute ideas and consider the overall composition.</p> | Music box, pictures and charts, Open space for movement |

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| | <p>Allow each group to present their artwork to the class. After each presentation, facilitate a brief discussion on how the group achieved balance and harmony in their composition.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • "How did your group apply stage positions to create visual balance in your artwork?" • "What challenges did you encounter in achieving stage harmony, and how did your group address them?" • "Reflect on your own contribution to the group. How did you communicate and collaborate with your peers?" • "In what ways do stage positions and balance contribute to the overall aesthetics and impact of a theatrical performance?" | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

THIRD TERM

WEEKLY LESSON PLAN – B9

WEEK 5

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| Week Ending: | DAY: | Subject: Creative Arts And Design | |
| Duration: 60MINS | | Strand: Design | |
| Class: B9 | Class Size: | Sub Strand: Creativity, Innovation & The Design Process | |
| Content Standard: B9 I.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society | | Indicator: B9 I.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design | Lesson: 1 of 1 |
| Performance Indicator: Learners can analyze the design features of everyday products. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Product, Design, Repurposing, Sustainability | | |
| Reference: Creative Arts And Design Curriculum Pg. 44 | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Display the everyday products in front of the class. Ask learners: What are these objects? What are they typically used for?</p> <p>Explain that every product is designed with a specific purpose in mind.</p> <p>Discuss how the design features (shape, materials, etc.) of a product contribute to its functionality (how well it performs its intended task).</p> | | |
| PHASE 2: NEW LEARNING | <p>Divide learners into pairs, each assigned a specific product.</p> <p>Provide them with time to closely examine the product. Guide them through the following questions:</p> <ol style="list-style-type: none"> 1. What is the main function of this product? 2. Describe some key design features of this product. (e.g., shape, material, moving parts) 3. How do these features help the product perform its function? <p>Introduce the concept of repurposing. Explain how existing products can be creatively modified to solve different problems.</p> <p>Challenge learners to think beyond the original purpose of their assigned product.</p> <p>Ask learners to brainstorm ways in which their product could be modified to address a social or environmental challenge.</p> <p>Encourage them to consider the product's design features and how they could be adapted for a new purpose.</p> | A variety of everyday products with different functionalities (e.g., water bottle, stapler, shoebox) | |

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| | <p>Have each pair share their product, the identified challenge, and their proposed modifications with the class.</p> <p>Encourage discussion and feedback on the different ideas.</p> <p><u>Assessment</u> Choose the product you analyzed in class. Describe its original purpose and some of its design features.</p> <p>Identify a social or environmental challenge that this product could be modified to address. (e.g., water scarcity, waste reduction)</p> <p>Explain how you would modify the design of this product to address the chosen challenge. Be specific about the changes you would make and how they would be helpful.</p> <p>Why do you think repurposing existing products can be a valuable approach to problem-solving?</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

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| Week Ending: | DAY: | Subject: Creative Arts And Design |
| Duration: 60MINS | | Strand: Visual Arts |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques |
| Content Standard: B9. 2.2.1 Exhibit art works produced from competencies and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures | | Indicator: B9. 2.2.1.3 Organise an appreciation and appraisal of artworks produced using inspiration and ideas from different times, cultures and other relevant topical issues. |
| Performance Indicator: Learners can collaborate on planning and organizing a class exhibition of their artwork. | | Lesson: 1 of 1 |
| Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| Key words | Exhibition, Collaboration, Self-evaluation, Peer-review | |
| Reference: Creative Arts And Design Curriculum P.g 53 | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: STARTER | Briefly discuss the previous lesson on analyzing artwork. Highlight the importance of appreciating and understanding art. Explain that today's lesson will focus on planning and organizing a class exhibition to showcase their own artwork. | |
| PHASE 2: NEW LEARNING | Divide learners into small groups. Using a large sheet of paper or the whiteboard, brainstorm ideas for the class exhibition. Consider the following: <ul style="list-style-type: none"> • Theme: Is there a specific theme that ties the artwork together? • Presentation: How will the artwork be displayed (on walls, tables, etc.)? • Labels: What information should be included with each artwork (artist name, title, materials)? • Overall Ambiance: How can the exhibition space be decorated to create an inviting atmosphere? Have each group present their brainstorming ideas to the class. Through class discussion, decide on a cohesive plan for the exhibition. Learners will prepare their artwork for display based on the chosen presentation method. Distribute the worksheet with prompts for self-evaluation: <ul style="list-style-type: none"> • Describe your artwork and the message you want to convey. • Identify the elements and principles of art used in your artwork. | Learners' artwork created in the previous lesson |

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| | <ul style="list-style-type: none"> • What are the strengths and weaknesses of your artwork (consider composition, materials, etc.)? <p>Once artwork is prepared, organize a classroom walkabout for peer-review.</p> <p>Learners will use sticky notes to provide constructive feedback to their classmates' artwork based on the self-evaluation worksheet prompts.</p> <p><u>Assessment</u></p> <p>Briefly describe your artwork and the message you want to convey.</p> <p>Identify the elements and principles of art used in your artwork (line, shape, color, texture, form, balance, contrast, etc.)</p> <p>What are the strengths and weaknesses of your artwork?</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

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| Week Ending: | DAY: | Subject: Creative Arts And Design | |
| Duration: 60MINS | | Strand: Performing Arts (Music) | |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques | |
| Content Standard: B9.2.2.2. 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. 2.2.2.6 Organize an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitize the public on emerging topical issues | Lesson: 1 of 1 |
| Performance Indicator: Learners can analyze feedback and use it to refine their performance skills. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Feedback, Aesthetic Appreciation, Refine, Disseminate | | |
| Reference: Creative Arts And Design Curriculum Pg. 51 | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE I: STARTER | <p>Briefly play a short clip of an engaging musical performance (any genre). Ask learners: What did you enjoy about this performance? How did the musicians work together to create a successful performance?</p> <p>Explain that today's lesson focuses on receiving and utilizing feedback to improve their own musical skills.</p> | | |
| | <p>Gather a diverse audience for the feedback session. This could include fellow learners, teachers, and parents (if possible).</p> <p>Play the recorded video clip of the learners' musical performance. Encourage the audience to take notes and observe the performance with a critical yet constructive eye.</p> <p>Distribute the feedback form to the audience members. The form can include questions about aspects like musicality, stage presence, teamwork, and overall effectiveness.</p> <p>Allow time for the audience to complete the forms.</p> <p>Collect the feedback forms and discuss them as a class. Focus on both positive aspects of the performance and areas for improvement.</p> <p>Encourage respectful communication and emphasize learning from the feedback.</p> | Recorded video clip of learners' musical performance (from previous lesson or activity) | |

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| | <p>Based on the feedback received, guide learners in brainstorming ways to improve their performance skills.</p> <p>Consider aspects like practice techniques, stage presence, and musical interpretation.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

THIRD TERM

WEEKLY LESSON PLAN – B9

WEEK 6

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| Week Ending: | DAY: | Subject: Creative Arts And Design | |
| Duration: 60MINS | | Strand: Performing Arts (Music) | |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques | |
| Content Standard: B9.2.2.2. 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. 2.2.2.6 Organize an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitize the public on emerging topical issues | Lesson: 1 of 1 |
| Performance Indicator: Learners can analyze feedback and use it to refine their performance skills. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Feedback, Aesthetic Appreciation, Refine, Disseminate | | |
| Reference: Creative Arts And Design Curriculum Pg. 51 | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE I: STARTER | <p>Briefly play a short clip of an engaging musical performance (any genre). Ask learners: What did you enjoy about this performance? How did the musicians work together to create a successful performance?</p> <p>Explain that today's lesson focuses on receiving and utilizing feedback to improve their own musical skills.</p> | | |
| | <p>Gather a diverse audience for the feedback session. This could include fellow learners, teachers, and parents (if possible).</p> <p>Play the recorded video clip of the learners' musical performance. Encourage the audience to take notes and observe the performance with a critical yet constructive eye.</p> <p>Distribute the feedback form to the audience members. The form can include questions about aspects like musicality, stage presence, teamwork, and overall effectiveness.</p> <p>Allow time for the audience to complete the forms.</p> <p>Collect the feedback forms and discuss them as a class. Focus on both positive aspects of the performance and areas for improvement.</p> <p>Encourage respectful communication and emphasize learning from the feedback.</p> | Recorded video clip of learners' musical performance (from previous lesson or activity) | |

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| | <p>Based on the feedback received, guide learners in brainstorming ways to improve their performance skills.</p> <p>Consider aspects like practice techniques, stage presence, and musical interpretation.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

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| Week Ending: | DAY: | Subject: Creative Arts And Design | |
| Duration: 60MINS | | Strand: Performing Arts (Dance/Drama) | |
| Class: B9 | Class Size: | Sub Strand: Creative and Aesthetic Expression | |
| Content Standard: B9. 2.2.3. Producing a dance drama | | Indicator: B9.2.2.3.8 Post-performance analysis of the original dance drama and/or one act play | Lesson: 1 of 1 |
| Performance Indicator: Learners can analyze audience response and identify areas for improvement in their performance. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Script creation, Rehearsals, Peer feedback, Performance assessment | | |
| Reference: Creative Arts And Design Curriculum Pg. 51 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE I: STARTER | <p>Show a short clip of a captivating dance or drama performance (related to a socio-cultural issue). Ask learners: What did you enjoy about the performance? How did the performers connect with the audience?</p> <p>Remind learners about the upcoming performance on a socio-cultural issue (created in previous lessons).</p> <p>Highlight the importance of clear communication, engaging movements/expression, and connection with the audience.</p> | | |
| | <p>Facilitate the student performance for the selected audience.</p> <p>Encourage clear projection, proper stage presence, and strong delivery of the message in their chosen format (dance, drama, or presentation).</p> <p>After the performance, allow the audience to react and applaud. Observe their overall response.</p> <p>Gather learners in a circle for a discussion. Ask them:</p> <ul style="list-style-type: none"> • How did you feel during the performance? • What aspects of your performance went well? • Did you notice any areas for improvement? • How did the audience react? What did you learn from their response? <p><u>Assessment</u> What are two things you felt went well during your performance? What are two areas you would like to improve for future performances? Based on the audience response (applause, facial expressions, etc.),</p> | <p>Props and costumes Music and sound system (for dance drama)</p> | |

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| | what can you learn about their reaction to your performance? | |
| PHASE 3: REFLECTION | Summarize the key findings from the activities and discussion. Encourage learners to think about how they might use these techniques in their own artwork in the future. | |

THIRD TERM

WEEKLY LESSON PLAN – B9

WEEK 7

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| Week Ending: | DAY: | Subject: Creative Arts And Design | |
| Duration: 60MINS | | Strand: Design | |
| Class: B9 | Class Size: | Sub Strand: Creativity, Innovation & The Design Process | |
| Content Standard: B9 I.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society | | Indicator: B9 I.3.1.3 Demonstrate ability to apply the design process to create artefacts that solve specific problems in the local community | Lesson: 1 of 1 |
| Performance Indicator: Learners can explain the importance of design expression and prototyping. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Design Expression, Prototype, Disseminate, Constructive | | |
| Reference: Creative Arts And Design Curriculum Pg. 44 | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>display examples of design expressions (sketches, prototypes) for various artifacts.</p> <p>Ask learners: What do you see in these pictures? How do you think these might be used?</p> <p>Discuss the importance of clear communication in the design process.</p> <p>Explain how design expressions and prototypes help designers share their ideas with others.</p> | | |
| PHASE 2: NEW LEARNING | <p>Learners who have been working on design projects (creating prototypes or detailed sketches) will prepare a short presentation to showcase their work.</p> <p>Encourage them to focus on the following elements:</p> <ul style="list-style-type: none"> • Problem or Need: What problem or need does your design address? • Design Features: Describe the key features of your design and how they work. • Materials: What materials would you use to create the final product? • Benefits: Explain how your design would be beneficial to users. <p>Provide learners with some basic presentation tips, such as speaking clearly, using visuals effectively, and staying within the time limit.</p> <p>Learners present their design projects one at a time. After each</p> | <p>Examples of design expressions (sketches, prototypes) for various artifacts</p> <p>Student-created design projects</p> | |

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| | <p>presentation, encourage classmates to provide constructive feedback using sticky notes or verbally. The feedback should focus on:</p> <ul style="list-style-type: none"> • Strengths of the design • Suggestions for improvement • Questions for clarification <p><u>Assessment</u> Briefly describe the design project you presented to the class.</p> <p>What was one piece of positive feedback you received on your design?</p> <p>Identify one area where you could improve your design based on the feedback you received. Explain how you might make this improvement.</p> <p>Why do you think providing and receiving feedback is important in the design process?</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p> | |

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| Week Ending: | DAY: | Subject: Creative Arts And Design |
| Duration: 60MINS | | Strand: Performing Arts (Music) |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques |
| Content Standard: B9.2.2.2. 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. 2.2.2.6 Organize an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitize the public on emerging topical issues |
| Performance Indicator: Learners can analyze feedback and use it to refine their performance skills. | | Lesson: 1 of 1 |
| Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| Key words | Feedback, Aesthetic Appreciation, Refine, Disseminate | |
| Reference: Creative Arts And Design Curriculum Pg. 51 | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE I: STARTER | <p>Briefly play a short clip of an engaging musical performance (any genre). Ask learners: What did you enjoy about this performance? How did the musicians work together to create a successful performance?</p> <p>Explain that today's lesson focuses on receiving and utilizing feedback to improve their own musical skills.</p> | |
| | <p>Gather a diverse audience for the feedback session. This could include fellow learners, teachers, and parents (if possible).</p> <p>Play the recorded video clip of the learners' musical performance. Encourage the audience to take notes and observe the performance with a critical yet constructive eye.</p> <p>Distribute the feedback form to the audience members. The form can include questions about aspects like musicality, stage presence, teamwork, and overall effectiveness.</p> <p>Allow time for the audience to complete the forms.</p> <p>Collect the feedback forms and discuss them as a class. Focus on both positive aspects of the performance and areas for improvement.</p> <p>Encourage respectful communication and emphasize learning from the feedback.</p> | Recorded video clip of learners' musical performance (from previous lesson or activity) |

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| | <p>Based on the feedback received, guide learners in brainstorming ways to improve their performance skills.</p> <p>Consider aspects like practice techniques, stage presence, and musical interpretation.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

| Week Ending: | DAY: | Subject: Creative Arts And Design | |
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| Duration: 60MINS | | Strand: Performing Arts (Dance/Drama) | |
| Class: B9 | Class Size: | Sub Strand: Creative and Aesthetic Expression | |
| Content Standard: B9. 2.2.3. Producing a dance drama | | Indicator: B9.2.2.3.8 Post-performance analysis of the original dance drama and/ or one act play | Lesson: 1 of 1 |
| Performance Indicator: Learners can conduct a post-performance analysis of the original dance drama and/or one-act play | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Script creation, Rehearsals, Peer feedback, Performance assessment | | |
| Reference: Creative Arts And Design Curriculum Pg. 51 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE I: STARTER | <p>Begin the lesson with a brief discussion on the importance of analyzing performances.</p> <p>Ask learners to share their initial thoughts and feelings after their own performance.</p> <p>Introduce the concept of post-performance analysis and its role in improving future presentations.</p> <p>Draw learner’s attention to the new lesson’s content standard and indicator(s).</p> | | |
| | <p>Define key terms: post-performance analysis, reflection, constructive feedback.</p> <p>Discuss the purpose of analyzing a performance and how it contributes to artistic growth.</p> <p>Outline the objective of the lesson: to conduct a thorough analysis of the original dance drama and/or one-act play performances.</p> <p>Play the recorded performances of the original dance drama and/or one-act play.</p> <p>Encourage learners to pay attention to both individual and group aspects of the performance.</p> <p>Allocate time for individual reflection. Learners write down their personal thoughts on the strengths and weaknesses of the performances.</p> <p>Prompt them to consider their own contributions and areas where they felt the group excelled or faced challenges.</p> | Video recording of the performances | |

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| | <p>Facilitate a group discussion where learners share their reflections with their peers.</p> <p>Encourage an open and constructive dialogue about the overall impact of the performance.</p> <p>In small groups, learners collaborate to identify specific strengths and weaknesses of the performance.</p> <p>Discuss aspects such as coordination, expression, use of space, and adherence to the theme.</p> <p>Provide guidelines for offering constructive feedback. Learners take turns sharing feedback with each other, focusing on positive aspects and areas for improvement.</p> <p>Emphasize the importance of specific and actionable feedback.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

THIRD TERM

WEEKLY LESSON PLAN – B9

WEEK 8

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| Week Ending: | DAY: | Subject: Creative Arts And Design | |
| Duration: 60MINS | | Strand: Design | |
| Class: B9 | Class Size: | Sub Strand: Creativity, Innovation & The Design Process | |
| Content Standard: B9 I.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society | | Indicator: B9 I.3.1.3 Demonstrate ability to apply the design process to create artefacts that solve specific problems in the local community | Lesson: 1 of 1 |
| Performance Indicator: Learners can explain the importance of design expression and prototyping. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Design Expression, Prototype, Disseminate, Constructive | | |
| Reference: Creative Arts And Design Curriculum Pg. 44 | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>display examples of design expressions (sketches, prototypes) for various artifacts.</p> <p>Ask learners: What do you see in these pictures? How do you think these might be used?</p> <p>Discuss the importance of clear communication in the design process.</p> <p>Explain how design expressions and prototypes help designers share their ideas with others.</p> | | |
| PHASE 2: NEW LEARNING | <p>Learners who have been working on design projects (creating prototypes or detailed sketches) will prepare a short presentation to showcase their work.</p> <p>Encourage them to focus on the following elements:</p> <ul style="list-style-type: none"> • Problem or Need: What problem or need does your design address? • Design Features: Describe the key features of your design and how they work. • Materials: What materials would you use to create the final product? • Benefits: Explain how your design would be beneficial to users. <p>Provide learners with some basic presentation tips, such as speaking clearly, using visuals effectively, and staying within the time limit.</p> <p>Learners present their design projects one at a time. After each</p> | <p>Examples of design expressions (sketches, prototypes) for various artifacts</p> <p>Student-created design projects</p> | |

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| | <p>presentation, encourage classmates to provide constructive feedback using sticky notes or verbally. The feedback should focus on:</p> <ul style="list-style-type: none"> • Strengths of the design • Suggestions for improvement • Questions for clarification <p><u>Assessment</u> Briefly describe the design project you presented to the class.</p> <p>What was one piece of positive feedback you received on your design?</p> <p>Identify one area where you could improve your design based on the feedback you received. Explain how you might make this improvement.</p> <p>Why do you think providing and receiving feedback is important in the design process?</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p> | |

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| Week Ending: | DAY: | Subject: Creative Arts And Design | |
| Duration: 60MINS | | Strand: Performing Arts (Music) | |
| Class: B9 | Class Size: | Sub Strand: Media And Techniques | |
| Content Standard: B9.2.2.2. 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. 2.2.2.6 Organize an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitize the public on emerging topical issues | Lesson: 1 of 1 |
| Performance Indicator: Learners can analyze feedback and use it to refine their performance skills. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Feedback, Aesthetic Appreciation, Refine, Disseminate | | |
| Reference: Creative Arts And Design Curriculum Pg. 51 | | | |
| Phase/Duration | Learners Activities | Resources | |
| PHASE I: STARTER | <p>Briefly play a short clip of an engaging musical performance (any genre). Ask learners: What did you enjoy about this performance? How did the musicians work together to create a successful performance?</p> <p>Explain that today's lesson focuses on receiving and utilizing feedback to improve their own musical skills.</p> | | |
| | <p>Gather a diverse audience for the feedback session. This could include fellow learners, teachers, and parents (if possible).</p> <p>Play the recorded video clip of the learners' musical performance. Encourage the audience to take notes and observe the performance with a critical yet constructive eye.</p> <p>Distribute the feedback form to the audience members. The form can include questions about aspects like musicality, stage presence, teamwork, and overall effectiveness.</p> <p>Allow time for the audience to complete the forms.</p> <p>Collect the feedback forms and discuss them as a class. Focus on both positive aspects of the performance and areas for improvement.</p> <p>Encourage respectful communication and emphasize learning from the feedback.</p> | Recorded video clip of learners' musical performance (from previous lesson or activity) | |

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| | <p>Based on the feedback received, guide learners in brainstorming ways to improve their performance skills.</p> <p>Consider aspects like practice techniques, stage presence, and musical interpretation.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

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| Week Ending: | DAY: | Subject: Creative Arts And Design |
| Duration: 60MINS | Strand: Performing Arts (Dance/Drama) | |
| Class: B9 | Class Size: | Sub Strand: Creative and Aesthetic Expression |
| Content Standard: B9. 2.2.3. Producing a dance drama | Indicator: B9.2.2.3.9 Organise an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues | Lesson: 1 of 1 |
| Performance Indicator: Learners can organize an appreciation and appraisal of their own and others' dance and drama artworks | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 |
| Key words | Script creation, Rehearsals, Peer feedback, Performance assessment | |
| Reference: Creative Arts And Design Curriculum Pg. 56 | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE I: STARTER | <p>Begin the lesson with a thought-provoking question: "How does dance and drama serve as a reflection of different times, cultures, and topical issues?"</p> <p>Engage learners in a brief discussion, encouraging them to share their initial thoughts and perceptions about the power of dance and drama to convey diverse perspectives.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p> | |
| | <p>Define key terms: appreciation, appraisal, diversity, cultural representation.</p> <p>Discuss the importance of appreciating and appraising artworks from various times, cultures, and topical contexts.</p> <p>Outline the objective of the lesson: to organize an appreciation and appraisal session for dance and drama artworks.</p> <p>Curate a selection of dance and drama artworks that represent different times, cultures, and topical issues.</p> <p>Include diverse forms such as traditional dances, modern performances, and plays with various themes.</p> <p>Allow time for individual reflection as learners watch or read the selected artworks.</p> <p>Prompt them to jot down their initial impressions, emotional responses, and any cultural or topical elements they notice.</p> | Various dance and drama artworks (videos, performances, scripts) |

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| | <p>Ask each student to choose a dance or drama performance that addresses a specific topical issue.</p> <p>Have learners individually appraise the effectiveness of the performance in conveying the chosen issue.</p> <p>Each small group presents their findings on the cultural appreciation of the assigned performance.</p> <p>Followed by individual presentations on the appraisal of performances addressing topical issues.</p> <p>Facilitate an open class discussion where learners share insights and observations from various performances.</p> <p>Encourage learners to draw connections between different cultural elements and topical issues.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |

THIRD TERM

WEEKLY LESSON PLAN – B9

WEEK 9

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| Week Ending: | DAY: | Subject: Creative Arts And Design | |
| Duration: 60MINS | | Strand: Visual Arts | |
| Class: B9 | Class Size: | Sub Strand: Connections In Local And Global Cultures | |
| Content Standard: B9. 2.3.1. Demonstrate the skill to correlate and generate ideas from creative artworks of African artists that reflect a range of different times, cultures and topical issues | | Indicator: B9.2.3.1.2 Examine and reflect on how African visual artists use their influence and personal responses to connect with other creative arts and subjects in Africa | Lesson: 1 of 1 |
| Performance Indicator: Learners can discuss and compare the approach, significance, and achievements of prominent African visual artists in past and present contexts. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | |
| Key words | Achievements, Cultural identity, Societal issues, Comparative analysis | | |
| Reference: Creative Arts And Design Curriculum P.g. 44 | | | |
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| Phase/Duration | Learners Activities | Resources | |
| PHASE 1: STARTER | <p>Begin the lesson with a thought-provoking question: "What do you think the role of visual art is in expressing culture, history, and societal issues?"</p> <p>Allow learners to share their thoughts and experiences related to visual art.</p> <p>Introduce the idea that artists play a crucial role in shaping the narrative of a society.</p> <p>Share performance indicators and introduce the lesson</p> | | |
| PHASE 2: NEW LEARNING | <p>Define key terms: visual artists, approach, significance, achievements.</p> <p>Provide a brief overview of the significance of visual art in expressing cultural identity and societal issues.</p> <p>Outline the objective of the lesson: to discuss and compare the contributions of prominent African visual artists.</p> <p>Display images or examples of artworks by prominent African visual artists (e.g., El Anatsui, Yinka Shonibare, William Kentridge).</p> <p>Briefly introduce each artist, highlighting their background and major works.</p> <p>Divide the class into small groups and assign each group a specific African visual artist.</p> | <p>Images or examples of artworks by prominent African visual artists</p> <p>Biographical information about the artists</p> | |

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| | <p>Instruct learners to research the artist's approach, significance, and achievements in both past and present contexts.</p> <p>Each group presents their findings, including visual examples of the artist's work.</p> <p>Encourage discussions on how the artist's approach reflects cultural identity or addresses societal issues.</p> <p>Facilitate a class discussion comparing the approaches, significance, and achievements of the different artists.</p> <p>Discuss common themes, techniques, and the impact of their work on a global scale.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p> | |

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| Week Ending: | DAY: | Subject: Creative Arts And Design |
| Duration: 60MINS | | Strand: Performing Arts (Music) |
| Class: B9 | Class Size: | Sub Strand: Connections In Local And Global Cultures |
| Content Standard: B9. 2.3.2. Demonstrate the skill to correlate African music that reflect the history, culture and topical issues | Indicator: B9.2.3.2.4 Appreciate and appraise at least three (3) African indigenous dance genres and three (3) popular musical genres from an African nation based on their style, instruments, song themes, forms, dance movements, etc. | Lesson: 1 of 1 |
| Performance Indicator: Learners can appreciate and appraise African indigenous dance genres and musical genres. | | Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 |
| Key words | Style, Instruments, Song themes, Forms | |
| Reference: Creative Arts And Design Curriculum Pg. 54 | | |
| Phase/Duration | Learners Activities | Resources |
| PHASE I: STARTER | <p>Begin the lesson with a brief discussion on the importance of music and dance in expressing cultural identity.</p> <p>Play a short clip of a vibrant African dance and ask learners to share their initial impressions.</p> <p>Encourage them to think about how music and dance are interconnected.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p> | |
| | <p>Define key terms: indigenous dance, musical genres, style, instruments, song themes, forms, dance movements.</p> <p>Provide a brief overview of the diversity of African music and dance, emphasizing their cultural significance.</p> <p>Outline the objective of the lesson: to appreciate and appraise specific African indigenous dance and musical genres.</p> <p>Play audio or video recordings of three African indigenous dance genres and three popular musical genres.</p> <p>Provide background information on each genre, discussing its history, cultural context, instruments, and key characteristics.</p> <p>Divide the class into small groups and assign each group one indigenous dance genre and one musical genre.</p> <p>Instruct learners to analyze the style, instruments, song themes, forms, and dance movements associated with their assigned genres.</p> <p>Each group presents their findings, playing excerpts or demonstrating dance movements to showcase the identified</p> | <p>Audio or video recordings of African indigenous dance and musical genres</p> <p>Information on the history, instruments, and cultural context of the selected genres</p> |

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| | <p>elements.</p> <p>Encourage discussions on the cultural significance and diversity of the selected genres.</p> <p>Facilitate a class discussion comparing the similarities and differences between the different genres.</p> <p>Explore how each genre reflects the unique cultural identity of the African nation.</p> | |
| <p>PHASE 3: REFLECTION</p> | <p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p> | |