CREATIVE ARTS—BASIC 7

FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	sub strand	LESSON	INDICATORS	RESOURCES
I	Design	Design in Nature and the Manmade Environment	Lesson I	B7 I.I.I.I	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson I	B7 2.1.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Media and Techniques	Lesson I	B7 2.1.2.5	Melodic instrument
2	Design	Design in Nature and the Manmade Environment	Lesson I	B7 I.I.I.I	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson I	B7 2.1.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Media and Techniques	Lesson I	B7.2.1.3.8	Pictures/diagrams of body profiles and positions
3	Visual Arts	Media and Techniques	Lesson 2	B7 2.1.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Media and Techniques	Lesson 2	B7 2.1.2.5	Melodic instrument
4	Visual Arts	Media and Techniques	Lesson 2	B7 2.1.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Media and Techniques	Lesson I	B7.2.1.3.8	Pictures/diagrams of body profiles and positions
5	Design	Design in Nature and the Manmade Environment	Lesson 2	B7 I.I.I.I	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 3	B7 2.1.1.3	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Creative and Aesthetic Expression	Lesson 3	B7. 2.2.2.4.	Melodic instrument
6	Design	Design in Nature and the Manmade Environment	Lesson 2	B7 I.I.I.I	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 3	B7 2.1.1.3	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Media and Techniques	Lesson 3	B7.2.1.3.9	Pictures/diagrams of body profiles and positions
7	Visual Arts	Creative and Aesthetic Expression	Lesson 4	B7.2.2.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools

	Music	Creative and Aesthetic Expression	Lesson 4	B7. 2.2.2.5.	Melodic instrument
8	Design	Design in Nature and the Manmade Environment	Lesson 3	B7 1.1.1.1	Pen, pencil paper/sketch pad
	Visual Arts	Creative and Aesthetic Expression	Lesson 4	B7.2.2.1.1.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Media and Techniques	Lesson 3	B7.2.1.3.9	Pictures/diagrams of body profiles and positions
9	Design	Design in Nature and the Manmade Environment	Lesson 3	B7 I.I.I.I	Pen, pencil paper/sketch pad
	Visual Arts	Creative and Aesthetic Expression	Lesson 5	B7.2.2.1.2.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.2.3.	Melodic instrument
10	Visual Arts	Creative and Aesthetic Expression	Lesson 5	B7.2.2.1.2.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.2.3.	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression	Lesson 6	B7.2.2.3.7	Pictures/diagrams of body profiles and positions
11	Visual Arts	Creative and Aesthetic Expression	Lesson 5	B7.2.2.1.2.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.2.3.	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression	Lesson 6	B7.2.2.3.7	Pictures/diagrams of body profiles and positions

CREATIVE ARTS – BASIC 7 SECOND TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	LESSON	INDICATORS	RESOURCES
I	Design	Design in Nature and the Manmade Environment	Lesson 4	B7 1.1.1.2	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 6	B7 2.1.1.1.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Media and Techniques	Lesson 6	B7 2.1.2.6	Melodic instrument
2	Design	Design in Nature and the Manmade Environment	Lesson 4	B7 1.1.1.2	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 6	B7 2.1.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Creative and Aesthetic Expression	Lesson 2	B7.2.2.3.7	Pictures/diagrams of body profiles and positions
3	Music	Media and Techniques	Lesson 7	B7 2.1.2.6	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression	Lesson 2	B7.2.2.3.7	Pictures/diagrams of body profiles and positions
4	Design	Design in Nature and the Manmade Environment	Lesson 5	B7 1.1.1.2	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 7	B7 2.1.1.3	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Creative and Aesthetic Expression	Lesson 2	B7.2.2.3.8	Pictures/diagrams of body profiles and positions
5	Design	Design in Nature and the Manmade Environment	Lesson 5	B7 1.1.1.2	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 7	B7 2.1.1.3	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Creative and Aesthetic Expression	Lesson 8	B7. 2.2.2.4	Melodic instrument
6	Music	Creative and Aesthetic Expression	Lesson 8	B7. 2.2.2.4	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression	Lesson 4	B7.2.2.3.8	Pictures/diagrams of body profiles and positions

7	Design	Design in Nature and the Manmade Environment	Lesson 6	B7 1.1.1.2	Pen, pencil paper/sketch pad
	Music	Creative and Aesthetic Expression	Lesson 9	B7. 2.2.2.5.	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression	Lesson 4	B7.2.2.3.8	Pictures/diagrams of body profiles and positions
8	Design	Design in Nature and the Manmade Environment	Lesson 6	B7 1.1.1.2	Pen, pencil paper/sketch pad
	Music	Creative and Aesthetic Expression	Lesson 9	B7. 2.2.2.5	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression	Lesson 4	B7.2.2.3.9	Pictures/diagrams of body profiles and positions
9	Visual Arts	Creative and Aesthetic Expression	Lesson 8	B7. 2.2.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Creative and Aesthetic Expression	Lesson 10	B7. 2.3.2.4	Melodic instrument
10	Visual Arts	Creative and Aesthetic Expression	Lesson 8	B7. 2.2.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections in Local and Global Cultures	Lesson 10	B7. 2.3.2.4	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression	Lesson 6	B7.2.2.3.9	Pictures/diagrams of body profiles and positions
11	Visual Arts	Creative and Aesthetic Expression	Lesson 8	B7. 2.2.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections in Local and Global Cultures	Lesson 10	B7. 2.3.2.4	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression	Lesson 6	B7.2.2.3.9	Pictures/diagrams of body profiles and positions

CREATIVE ARTS— BASIC 7 THIRD TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	LESSON	INDICATORS	RESOURCES
I	Design	Design in Nature and the Manmade Environment	Lesson 7	B7 1.1.1.3	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 9	B7 2.1.1.4	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Media and Techniques	Lesson II	B7 2.1.2.7	Melodic instrument
2	Design	Design in Nature and the Manmade Environment	Lesson 7	B7 1.1.1.3	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 9	B7 2.1.1.4	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Connections in Local and Global Cultures	Lesson 2	B7.2.3.3.5	Pictures/diagrams of body profiles and positions
3	Music	Media and Techniques	Lesson 12	B7 2.1.2.7	Melodic instrument
	Dance/Drama	Connections in Local and Global Cultures	Lesson 2	B7.2.3.3.5	Pictures/diagrams of body profiles and positions
4	Design	Design in Nature and the Manmade Environment	Lesson 8	B7 1.1.1.3	Pen, pencil paper/sketch pad
	Visual Arts	Creative and Aesthetic Expression	Lesson 10	B7. 2.2.1.1.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Connections in Local and Global Cultures	Lesson 2	B7.2.3.3.5	Pictures/diagrams of body profiles and positions
5	Design	Design in Nature and the Manmade Environment	Lesson 8	B7 1.1.1.3	Pen, pencil paper/sketch pad
	Visual Arts	Creative and Aesthetic Expression	Lesson 10	B7. 2.2.1.1.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Creative and Aesthetic Expression	Lesson 13	B7. 2.2.2.6.	Melodic instrument
6	Music	Creative and Aesthetic Expression	Lesson 13	B7. 2.2.2.6.	Melodic instrument
	Dance/Drama	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.3.6	Pictures/diagrams of body profiles and positions
7	Design	Design in Nature and the Manmade Environment	Lesson 9	B7 1.1.1.3	Pen, pencil paper/sketch pad

	Music	Creative and Aesthetic Expression	Lesson 14	B7. 2.2.2.6.	Melodic instrument
	Dance/Drama	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.3.6	Pictures/diagrams of body profiles and positions
8	Design	Design in Nature and the Manmade Environment	Lesson 9	B7 1.1.1.3	Pen, pencil paper/sketch pad
	Music	Creative and Aesthetic Expression	Lesson 14	B7. 2.2.2.6.	Melodic instrument
	Dance/Drama	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.3.6	Pictures/diagrams of body profiles and positions
9	Visual Arts	Creative and Aesthetic Expression	Lesson II	B7. 2.2.1.3.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections in Local and Global Cultures	Lesson 15	B7. 2.3.2.4	Melodic instrument
10	Visual Arts	Creative and Aesthetic Expression	Lesson 11	B7. 2.2.1.3.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections in Local and Global Cultures	Lesson 15	B7. 2.3.2.4	Melodic instrument
	Dance/Drama	Connections in Local and Global Cultures	Lesson 7	B7. 2.3.3.6	Pictures/diagrams of body profiles and positions
П	Visual Arts	Creative and Aesthetic Expression	Lesson II	B7. 2.2.1.3.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections in Local and Global Cultures	Lesson 15	B7. 2.3.2.4	Melodic instrument
	Dance/Drama	Connections in Local and Global Cultures	Lesson 7	B7. 2.3.3.6	Pictures/diagrams of body profiles and positions

TERM THREE WEEKLY LESSON PLAN – B7

WEEK I

Date: 16 TH SEPT,	2022	DAY: Subject:		Subject: Cre	t: Creative Arts And Design		
Duration: 50MIN	1S			Strand: Des	sign		
Class: B7		Class Size:		Sub Strand: Environment	Design In Na	ture An	d Manmade
Content Standard: B7 I.I.I 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			B7 1.1 design role as design	Indicator: B7 I.I.I.I Demonstrate understanding of			Lesson:
Performance Inc Learners can discur and manmade design	ss the similarities a	and differences	in desi	gn in nature	Core Com PL5.2: PL6.1		
Key words De	esign, compare, co	ntrast, medium	n, creati	ve expression,	nature, mann	nade er	nvironment
Reference: Crea	tive Arts And Des	ign Curriculum	n P.g. 3				
Phase/Duration	Learners Activitie	es				Resou	ırces
PHASE I: STARTER	Learners reflect of surroundings, pictors magazines, photodesign in the control Have learners to specialized disciping design/interior designs.	eture books, Yographs, etc. to nmunity. research and lines (e.g. grap	ouTube identif record hic des	y videos, calend y and share ide how designers ign/ architectur	ars, as on in different al		
PHASE 2: NEW LEARNING	elected design rces of ideas the empare several flarities between the findings to available manus from natural	produce nat influenatura en them or reportual and or mar	ts/items to ider tenced those items to ider tenced those items, using the 'nat to on how individual media to imade resource objects to use a diskills to select	otify and ems. objects to ure learning duals create es.	magaz YouT Pinter	re book, zines ube videos rest.com s calendars	

	appropriate manual and digital tools, materials and equipment to create designs for display and reporting.
	Have them display designs, illustrations, reports, models of designs for feedback.
	Assessment Learners practise designing using different tools and techniques. Learners find out how designers make use of natural designs to benefit society
PHASE 3: REFLECTION	Learners talk about design in the environment and how different d ideas to create their designs.
	Learners reflect and talk about how the natural environment can be other designers to get inspiration from.

Date: 16 TH SEPT,	2022	DAY:		Subject:	Creative Arts And I	Desig	gn
Duration: 50MIN	1 S			Strand: Visual Arts			
Class: B7		Class Size:		Sub Stra	nd: Media And Ted	chnic	lues
Demonstrate understanding of relevant Visual Arts pattern			·				
Performance Inc Learners can apply media to create vis	the techniques in	pattern making	using	available	Core Competen PL5.2: PL6.1: CG5.		
Key words	Dabbing, direct a	and relief printing	g, mo	tif, pattern	making		
Reference: Crea	tive Arts And Des	ign Curriculum I	P.g. 7				
Phase/Duration PHASE I: START	Learners A	ctivities				Re	sources
	Learners an pattern mal E.g. What a	Learners answer questions to motivate them on techniques in pattern making. E.g. What are some techniques used in pattern making?					
PHASE 2: NEW LEARNING	making. Exa Learners ide pattern mak Learners ap available me Learners pr Assessment Learners pr					Po	ture/ video ster, letter d/or notices,
PHASE 3: REFLECTION	Learners direction we Close the learners direction we consider the learners direction with the learners direction we consider the learners direction with the learners dir	different media Learners display and talk about their appreciation and reflection with their peers. Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired. Ask learners to tell what they have learnt.					

Date: 16 TH SEPT	, 2022	DAY:		Subject: Cre	ative Arts And	d Des	ign
Duration: 50M	INS			Strand: Performing Arts			
Class: B7		Class Size:		Sub Strand:	Media And T	echni	ques
Content Standard: B7. 2.1.2 Music: Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music Indicator: B7 2.1.2.7 Concurrence duple, triple and				2.1.2.7 Conduct		ole	Lesson: of
Performance II Learners can con	ndicator: duct songs in simple	e duple, triple and	d qua	druple time	Core Comp PL5.2: PL6.1:		
Key words	Rhythm, semibreve symbols, durational	e, minim, crotche	et, qu	aver, semiquave	er, rhythm, int	ernali	ize, durational
Reference: Cre	eative Arts And Des	sign Curriculum F	P.g. 1				
Dha aa /Daw	A					D	
Phase/Duration PHASE I: STAR	Learners A	ctivities ss to sing 'Hen A	ro A	aasa Nii'aa aaa	of the	Kes	ources
	students is	called to conduc	t.				
PHASE 2: NEW LEARNING PHASE 3:	of music in signatures. score. Explaintention to Mathematic Put learner break up cle explain their where need Explain the patterns in Assessment In groups, I beat patter and Learn. Call groups Encourage that come in	e concept of beat patterns. Demonstrate beat two, three and four for learners to imitate.			Post	ure/ video ter, letter or notices,	
REFLECTION		the lesson by allowing learners to reflect, connect and the knowledge acquired. Explain homework					

TERM THREE WEEKLY LESSON PLAN – B7

Date: 23RD SEPT, 2	DAY: Subject: Creati		ative Arts An	ive Arts And Design			
Duration: 50MIN	S			Strand: Des	sign		
Class: B7		Class Size:		Sub Strand: Environment	Design In Na	ture An	d Manmade
B7 I.I.I 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				cator: I.I.I Demonstrate understanding of as a concept and its importance and as a medium for creative expression of an in nature and the manmade conment			
Performance Ind Learners can discus and manmade desig	s the similarities a	and differences	in desi	gn in nature	Core Com PL5.2: PL6.1		
	sign, compare, co			ive expression,	nature, mann	nade er	nvironment
Reference: Creat	ive Arts And Des	ign Curriculum	n P.g. 3				
Phase/Duration	Learners Activitie	es				Resou	ırces
PHASE I: STARTER Learners reflect on their experiences of design and search to surroundings, picture books, YouTube videos, calendars, magazines, photographs, etc. to identify and share ideas on design in the community. Have learners to research and record how designers in difference specialized disciplines (e.g. graphic design/ architectural design/interior design/web design) generate ideas and created				ars, as on in different al			
Brainstorm of describe the Have learner describe the corner' as a learner of the corner' as a learner of their own describe the learner of their own described the learner of their own described the learner of t		o identify and carefully study different natural esigns in detail. elected design products/items to identify and careful increases of ideas that influenced those items. Impare several natural and manmade objects to ilarities between them, using the 'nature learning'			magaz YouT Pinter	re book, zines ube videos rest.com is calendars	

	appropriate manual and digital tools, materials and equipment to create designs for display and reporting.
	Have them display designs, illustrations, reports, models of designs for feedback.
	Assessment Learners practise designing using different tools and techniques. Learners find out how designers make use of natural designs to benefit society
PHASE 3: REFLECTION	Learners talk about design in the environment and how different d ideas to create their designs.
	Learners reflect and talk about how the natural environment can be other designers to get inspiration from.

Date: 23RD SEPT,	2022	DAY:		Subject:	Creative Arts And	Desi	gn
Duration: 50MIN	IS			Strand: Visual Arts			
Class: B7		Class Size:		Sub Stra	nd: Media And Ted	chnic	ques
B7. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts			B7 2	ndicator: 37 2.1.1.4 Apply the techniques in			Lesson:
Performance Inc Learners can apply media to create vis	the techniques in	pattern making (using	available	Core Competer PL5.2: PL6.1: CG5		
Key words	Dabbing, direct a	and relief printing	g, mo	tif, pattern	making		
Reference: Crear	tive Arts And Des	sign Curriculum F	P.g. 7				
Phase/Duration PHASE I: START	Learners A	ctivities				Re	sources
PHASE 2: NEW LEARNING	Learners ar pattern mal E.g. What a Learners br making. Exa Learners id pattern mal Learners ap available me Learners pr	Show a 5-minute video/ realia/ pictures on techniques in pattern making. Learners answer questions to motivate them on techniques in pattern making. E.g. What are some techniques used in pattern making? Learners brainstorm and reflect on techniques in pattern making. Examples: dabbing, direct and relief printing Learners identify and describe the techniques and media for pattern making. Learners apply relevant pattern making techniques with available media to create own visual artworks. Learners practise the techniques in pattern making.					eture/ video ester, letter d/or notices,
PHASE 3: REFLECTION	Learners di reflection w Close the le apply the ki	Learners practise the techniques in pattern making using different media Learners display and talk about their appreciation and reflection with their peers. Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired. Ask learners to tell what they have learnt.					

Date: 23RD SEPT, 202	2	DAY:		Subject: Cre	ative Arts And	d Design		
Duration: 50MINS				Strand: Per	forming Arts			
Class: B7		Class S	Size:	Sub Strand:	Media And T	edia And Techniques		
Demonstrate understa	2.1.3: Dance and Drama monstrate understanding and apply dia, voice and movement techniques in B7.2.1.3.9 Explore and experiment with techniques of dance, body movements a voice projections in the Ghanaian							
Performance Indica	tor:				Core Com	petencies:		
Learners can conduct	songs in simple	e duple, tr	riple and qua	druple time		CG5.4: PL6.2		
Key words Mim	ic, mimicry, m	ime, flexib	oility, facial					
Reference: Creative	Arts And Des	sign Curri	culum P.g. I	I				
Phase/Duration	Learners A					Resources		
PHASE I: STARTER	Explore ges	stures and	l facial expre	essions in dance	and drama	Di di di di		
PHASE 2: NEW LEARNING PHASE 3:	Help learners space. Explore how space. Discuss how in a perform Have learners shouting. Assessment What is performed by the specific performance of the specific perfo	w actors a w body pr mance spa ers to diffe	y the 4 basic and dancers rofiles and police. erentiate bea	parts of a performance parts of a performance in a performance spaces on body profiles	ormance ormance oice quality on and	Poster, letter and/or notices,		
REFLECTION	positions and on a perform Homework Learner the com Learner	d create over nance stage s to observ nmunity for	wn (imaginary e. ve different ar discussion in mitate three) profiles and pos nimal and human	movements in			

TERM THREE WEEKLY LESSON PLAN – B7

Week Ending: 30th	h SEPT, 2022	DAY:		Subject:	Creative Arts And [Desi	gn
Duration: 50MINS	5			Strand: Visual Arts			
Class: B7		Class Size:		Sub Strand: Media And Techniques			lues
Content Standard: B7. 2.1.2. Music Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.			B7 2	ndicator: 37 2.1.2.7 Conduct songs in simple luple, triple and quadruple time			Lesson:
Performance Indi Learners can apply t media to create visu	he techniques in al artworks				Core Competen PL5.2: PL6.1: CG5.	4: P	L6.2: DL5.3
Kev words	•	eve, minim, croto ols, durational va		•	niquaver, rhythm, int rests	erna	ılize,
Reference: Creati	•						
Phase/Duration	Learners A	ctivities				Re	sources
PHASE I: STARTE	students is Did you What is	ss to sing 'Hen A called to conduct u enjoy the song? s meaning of the tion to the new I	t. song?				
PHASE 2: NEW LEARNING	Show learn quadruple to Discuss the top figures	ers a score of multime signatures. Iocation of time re and the lower	usic ir signa figur	n simple - d tures on the	ne score. Explain	tin	age of simple ne signature at Patterns
	Draw attention to the fact that it is not a fraction as in Mathematics (numerator and denominator). Give out time signature tasks and break learners into their small groups to discuss and explain their meanings. Teacher goes round to offer help where needed						
		concept of beat two, three and fo	-				age of simple ne signature

	Put learners into their small groups to go and practise the beat patterns with songs of their own choice from.	conducting patterns
	Call groups back to present their solutions to the tasks. Encourage peer assessment and comments on other issues that comes up, e.g., beat pattern conducting, core values, etc.	
	Assessment (i) Ask learners to comment on the peer assessment they did on the groups. (ii) Ask all learners to sing the Ghana National Anthem in their seats and conduct.	
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.	
	Homework Learners to continue practicing the conducting beat patterns	

Week Ending: 30th SE	PT, 2022	DAY:		Subject: Creative Arts And			gn
Duration: 50MINS				Strand: Per	forming Arts		
Class: B7		Class S	Size: Sub Strand: Media And T				lues
Content Standard: B7. 2.1.3: Dance and Drama Demonstrate understanding and apply media, voice and movement techniques in dance and drama			techniques	Explore and explore and explore of dance, body ections in the G	movements a		Lesson: I of I
Performance Indicate Learners can conduct s		e duple, tr	riple and qua	druple time	Core Com PL5.2: PL6.1:		
Key words Mimi	c, mimicry, m	ime, flexit	oility, facial				
Reference: Creative	Arts And Des	ign Curri	culum P.g. I	l			
	1.						
Phase/Duration PHASE I: STARTER	Learners A			rners on dance		Resc	ources
PHASE 2: NEW LEARNING	Guide learn	ers to ide	entify types o	essions in dance of performance parts of a perf	space.	Post	ire/ video er, letter
	space. Discuss how	re how actors and dancers move in a performance . ss how body profiles and positions affect voice quality erformance space.			and/	or notices,	
	shouting. Assessment What is per	<u>:</u> rformnace	e space?	tween projection			
PHASE 3: REFLECTION	Close by allo positions and on a perform Homework Learners the com Learners	wing learn d create over nance stage s to observe munity for	ners to reflect wn (imaginary e. ve different ar discussion in mitate three	on body profiles) profiles and pos nimal and human	s and sitions movements in		

TERM THREE WEEKLY LESSON PLAN – B7

Week Ending: 7th	OCT, 2022	DAY:		Subject: Creative Arts And Design			
Duration: 60MIN	S			Strand:	Design		
Class: B7		Class Siz	ze:	Sub Strand: Design in Nature and the Manmade Environment			
Content Standard: B7. I.I.I. 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. Performance Indicator: Learners can elements of design for composition			constitute as building expression	Research to see the 'eleme g blocks for on of ideas.	o identify and record vents of design' in nature composition and creat Core Competen PL5.2: PL6.1: CG5.	e and lof l	
expression of ideas	1				1 25.2. 1 20.1. 205.	1. 1 20.2. D23.3	
Key words	Dot, line, shape	e, texture, c	olor, value	, form, spac	ce, and perspective.		
Reference: Creat	ive Arts And Des	ign Curricu	lum P.g. 32	2			
Phase/Duration	Learners Activit	ties				Resources	
	of design Learners answe making element Mention some of	s of design.			·		
PHASE 2: NEW LEARNING	Learners brains elements of des Examples: form Learners identif techniques by since the control of design. Assessment Learners practic drawing using dipens, pastel and	torm and resign. , texture, she skills hading. The technology of	Pictures of elements of design				
PHASE 3: REFLECTION	Learners talk at Homework Learners design elements of des	and make a	·		·		

Week Ending: 7th OC	T, 2022	DAY:		Subject: Cr	eative Arts And Des	sign	
Duration: 60MINS				Strand: Vis	sual Arts		
Class: B7		Class Size:	:	Sub Strand	: Creative and Aest	heti	c Expression
Content Standard: B7. 2.2.1. Visual Arts Demonstrate the ability to use concept of the design process (idea development) to produce, display and appraise own creative artworks that reflect in the range of different times and cultures. Indicator: B7. 2.2.1.3 Organize an appreciation and appraisal of own and others artworks the reflect the history and culture of the per in the community.				d others artworks tha		Lesson: I of I	
Performance Indicat Learners can show appr artworks	eciation and ap				Core Competen PL5.2: PL6.1: CG5.	4: PI	L6.2: DL5.3
REV WORDS	oraise, portfo Ibolism.	lio, design pro	ocess, a	appreciate, el	ements and principl	es of	fart,
Reference: Creative A		ign Curriculu	m P.g.	32			
Phase/Duration PHASE I: STARTER	Learners A	ctivities Iswer question				Re	sources
	artworks. Share perfo		ators a	ind introduce	the lesson.		
PHASE 2: NEW LEARNING	historical ar coin. Example: - type of me - what it is Learners identified in the coin in	inple: see of media used seat it is used for? Inners identify the elements, and principles of design and erials used. They find out the sthetics, action, ginality, chniques, see (period) of the artwork. Inners in groups prepare a criteria to appreciate, appraise analyze own artwork inple: history, functionality, originality, techniques.					tures, chering cormation com library, ernet, cworks of torical nificance e.g. in
PHASE 3: REFLECTION	others' visual artworks. Learners reflect and share aesthetic experience for future refinement and modification. Homework						

Learners to create a mosaic and present it to class for	
appreciation and appraisal.	

Week Ending: 7th O	CT, 2022	DAY:	Subject: Creative Arts And Design			gn
Duration: 60MINS			Strand: Performing Arts			
Class: B7		Class Size:	Sub Stra	nd: Media and Te	echniq	ues
B7. 2.1.3. Dance Demonstrate understa media, voice and move techniques in dance an		ovements a	riment with techni and voice projectic e		Lesson: I of I	
Performance Indica Learners can apply the media to create visual	techniques in	pattern making using	available	Core Compete PL5.2: PL6.1: CG		
Key words Mi	mic, mimicry, r	nime, flexibility, facial	, profile, pe	erformance project	tion.	
Reference: Creative	Arts And Desi	gn Curriculum P.g. 32	2			
Phase/Duration PHASE I: STARTER	Learners Ac	tivities d Act" game with lea			Resc	ources
	Have learne audience.	e in a define space. rs identify the space a rmance indicators and				ody profiles positions.
PHASE 2: NEW LEARNING	 Guide learne Arena si square consiste Proscent frame. The with the consists Playhous perform In groups, lestages. 	ers to identify types of tage — this has audien or circular stage. ium theatre — this location takes place audience looking upstage - it is known by of being surrounded se — is a structure whing arts and musical of the carners research for cost to present their wo	of performation ce seated cooks typically in the mid its arranged by audience theatriconcerts are other types	nce space. on all sides of a vilke a picture dle on the stage ment which e on three sides. cal works, e presented. of performing		emoji on ile phone or ires

	Help learners identify the 4 basic parts of a performance space. Example: center stage, downstage, upstage and stage left/right. Explore how actors and dancers move in a performance space.	
	Assessment Discuss how body profiles and positions affect voice quality in a performance space.	
	Differentiate between projection and shouting	
PHASE 3: REFLECTION	Learners talk about the techniques used with their Peers.	
	Homework Identify and explain the types of performance space.	

TERM THREE WEEKLY LESSON PLAN – B7

Week Ending: 14th 0	OCT, 2022	DAY:		Subject: Creative Arts And Design			
Duration: 60MINS				Strand:	Design		
Class: B7		Class Siz	ze:	Sub Strand: Design in Nature and the Manmade Environment			
Content Standard: B7. I.I.I. Demonstrate understanding of design as a concept in relation to the elements and principles of design. Indicator: B7 I.I.I.2 Research to ide constitutes the 'elements of constitutes the '					Lesson:		
Performance Indica Learners can identify a design' in nature		constitutes 1	the 'eleme	nts of	Core Competer PL5.2: PL6.1: CG5		5.2: DL5.3
Key words	Dot, line, shape	e, texture, c	olor, value	, form, spac	ce, and perspective.		
Reference: Creative	Arts And Design	Curriculun	n P.g. 32				
Phase/Duration	Learners Activi					Resc	ources
PHASE I: STARTER	Show pictures of	on techniqu	es in maki	ng elements	s of design		
	making element	Learners answer questions to motivate them on techniques in making elements of design.					
PHASE 2: NEW	Mention some Learners brains					Dict	ıres of
LEARNING	elements of des Examples: form	sign.			_		nents of design
	In groups, learn		ms in the e	environmen	t that depicts		
	Learners identification techniques by s	•	in creating	elements o	of design and		
	Demonstrate th	he techniqu	es of shadi	ng to learn	ers.		
	Learners praction of design.	Learners practice the techniques by drawing and making elements of design.					
	drawing using d	lifferent me encils.	dia. Examp	les using pe	ents of design by encils, pens, pastel		
PHASE 3: REFLECTION	Learners talk at Homework	bout the tec	chniques us	sed with the	eir peers.		
	Learners design		a poster o	f a given the	eme using the		

Week Ending: 14	th OCT, 2022	DAY:	Subject: Cr	eative Arts And Des	sign
Duration: 60MIN	IS		Strand: Vi	sual Arts	
Class: B7		Class Size:	Sub Strand	: Creative and Aest	hetic Expression
Content Standar B7. 2.2.1. Visual Art Demonstrate the abi to produce, display a	s lity to use concept on nd appraise own cr			: Organize an appreciations all of own and others	Lesson:
Performance Inc Learners can show artworks		appraisal of own ar	nd others	Core Competen PL5.2: PL6.1: CG5.	
Key words	Appraise, portfo	lio, design process,	appreciate, sy	mbolism.	
Reference: Creat	tive Arts And Des	ign Curriculum P.g	. 32		
Phase/Duration	Learners Activiti				Resources
PHASE I: STARTER		questions on how ocess (idea develop			
	Share performan	ce indicators and i	ntroduce the	esson.	
PHASE 2: NEW LEARNING	historical and cul Example: - type of media u - what it is used Learners identify materials used. T - aesthetics, - function, - originality, - techniques, - time (period) of Learners in grou analyze own arty Example: history	for? the elements, and hey find out the fin	rtwork such as	te, appraise and ques.	pictures, gathering information from library, internet, artworks of historical significance e.g. coin
PHASE 3: REFLECTION	Learners reflect refinement and r	and share aesthetic	·		

Duration: 60MINS Class: B7 Content Standard: Mu B7.2.2.2. Demonstrate the and generate ideas from ir	ability to	Class Size);		Performing Arts		
Content Standard: Mu B7.2.2.2. Demonstrate the	ability to		: :	Sub Stra			
B7.2.2.2. Demonstrate the	ability to	corrolato		Cultures	: Sub Strand: Connections in Local and Global Cultures		
musical forms				2.6. Organiz	ze an appreciation a d others' musical	ınd	Lesson:
Performance Indicator Learners can show apprece artworks		appraisal of o	own and o	others	Core Competer PL5.2: PL6.1: CG5		
Key words Forma	alism, , abso	olutism, expr	essionism	n, dance-dra	ama, plot, synopsis,	chara	acters
Reference: Creative Art	ts And Des	ign Curriculu	ım P.g. 32	2			
Phase/Duration Le	earners Act	ii viti o o			Т	D	
		to play a sto			maall graups	Kesc	ources
PHASE 2: NEW LEARNING PI Gae In dr	round their ecap of pre raw attenti dicator(s). ay the folloriefly and as recitative dance ge baamaay vocal effe uide learne esthetic view Formalis Referen Absolut Express groups, lear ama — plo	vious lesson on to the newing video consist learners to esong forms and ects (yodeling ers to discussive whoints in exist materialism ionism arners review of, characters y (songs and es watch a date of the second ers	using RC ew lesson clips of inc o identify (nnwom ms (atsiag g, ululation s the four valuating a w briefly t s, instrum dances), ance/dram	CA technique is content so digenous mathe genres krô, ebibino gbekô, adovon, holler, no (4) terms to a musical we costume and performation (costume and performation and performation and performation is costume and performation (costume and performation and performation and performation (costume and perfo	e. standard and usical forms involved, namely: dwom, etc.), wa, kete, asalization). shat describe ork, namely:	Pictu Vide	ures and

	Ask groups to present their aesthetic appreciation report written to the class.	
	Ask other groups to comment on the report presented.	
	Assessment	
	Learners in groups watch other videos on the internet and do a presentation on them.	
PHASE 3: REFLECTION	Ask learners to peer assess their colleagues in group presentations.	
	Close the lesson by allowing students to reflect, connect and apply the knowledge acquired.	
	Homework Learners in groups watch other videos on the internet and write a brief aesthetic appreciation on each for presentation at the next lesson.	

TERM THREE WEEKLY LESSON PLAN – B7 WEEK 6

Week Ending: 21st (OCT, 2022	DAY:	Subject: Cr	eative Arts And Des	sign
Duration: 60MINS			Strand: Vi	sual Arts	
Class: B7		Class Size:	Sub Strand	: Creative and Aest	thetic Expression
Content Standard: B7. 2.2.1. Visual Arts Demonstrate the ability produce, display and app	to use concept of the contractive			: Organize an appreciations all of own and others	Lesson:
Performance Indicates Learners can show apartworks		oraisal of own and	others	Core Competen PL5.2: PL6.1: CG5.	
Key words	Appraise, portfolio, design process, appreciate, symbolism.			mbolism.	
Reference: Creative	Arts And Design	Curriculum P.g. 32	2		
Phase/Duration	Learners Activiti	es			Resources
	Learners answer questions on how to use concept of the design process (idea development) to produce artworks. Share performance indicators and introduce the lesson.				
PHASE 2: NEW LEARNING	Engage learners to observe, analyze and discuss the artistic, historical and cultural value of an artwork such as a Ghanaian coin. Example: - type of media used - what it is used for? pictur inform library artwo			pictures, gathering information from library, internet, artworks of historical significance e.g. coin	
PHASE 3: REFLECTION	Learners reflect refinement and r	and share aesthetion.	c experience fo	or future	
	- IOITIC WOLK				1

Learners to create a mosaic and present it to class for appreciation	
and appraisal.	

Week Ending: 2	1st OCT, 2022	DAY:		Subject:	Creative Arts And Desig	gn
Duration: 60MIN	IS			Strand:	Performing Arts	
Class: B7		Class Size	:	Sub Strand: Creative and Aesthetic Expressions		
B7.2.2.3. 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			nd others' artworks in nat reflect the history	Lesson: I of I		
Performance Indicator: Learners can show appreciation and appraisal of own and others artworks Core Competencies PL5.2: PL6.1: CG5.4: PL						
Key words					e, history, culture, displa	y ,community
-	plan venue, p tive Arts And Design			reciation		
Phase/Duration	Learners Activities					Resources
PHASE 1: STARTER PHASE 2: NEW LEARNING	Ask learners to play tables. Recap of previous learners atternindicator(s). Guide learners to be events. Show a poster, letternindicator.	esson using R ntion to the r rainstorm or	CA tech	nique. on's content organize ap	standard and opreciation and appraisal	Pictures and Videos
	importance of poster	ers, invitation rners to desi ers in the clas	n letters, gn their o	notices, etc own posters nd guide the	s. em to take a gallery-	

PHASE 3: REFLECTION	Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk.
	Summarize core-points for learners' reflection.
	Homework Do further investigation on how to design posters for publicity for dance and performances. • Join community dance and drama groups.

TERM THREE WEEKLY LESSON PLAN – B7

Week Ending: 28th C	CT, 2022	DAY:	Subject:	Creative Arts And I	Design	
Duration: 60MINS			Strand:	Design		
Class: B7		Class Size:		Sub Strand: Design in Nature and the Manmade Environment		
Content Standard: B7. I.I.I. Demonstrate un		Indicator: B7 I.I.I.3 Research 'pri				Lesson:
of design as a concept in the elements and principle		are used to organize the for visual design, compo				l of l
Performance Indicator: Learners can identify and record what constitutes the 'ele design' in nature			ents of	Core Competen PL5.2: PL6.1: CG5.		2: DL5.3
Key words	Emphasis, balance, scale, value, unity, rhythm, contrast, repetition, pr			roporti	ion,	
Reference: Creative	Arts And Desi	gn Curriculum P.g. 32				
Phase/Duration	Learners Activities			Reso	urces	
PHASE I: STARTER	Show a 5-minute video/pictures on the organization elements of design					
	Share perform	mance indicators and in	ntroduce the	elesson		
PHASE 2: NEW LEARNING	HASE 2: NEW Learners brainstorm and reflect on the use of principles of design				charc paste	ls paper coal pencil I crayons ors brushes
Learners practice the techniques by drawing using both natural and manmade environment.						
	design' to cre	s apply knowledge of 'e ate own designs using	appropriate	tools		
PHASE 3: REFLECTION	Learners talk Homework	about the techniques	used with th	eir peers.		
	Learners prace 'principles' of	ctice the techniques in design' to reflect the etition, balance, propo	environment			

Week Ending: 28th (OCT, 2022	DAY:	Subject: Creative Arts And Design			
Duration: 60MINS			Strand: Pe	rforming Arts		
Class: B7		Class Size:	Sub Strand: Connections in Local and Global Cultures			
Content Standard: B7. 2.2.2. Demonstrat generate ideas from in	e the ability to co digenous creative		Indicator: B7. 2.3.2.6. Organize an appreciation and appraisal of own and others' musical works Lesson: I of I			
Performance Indicate Learners can show appartworks		oraisal of own and	others Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3			
Key words	Formalism , refe	rentialism, absolut	ism, expression	nism, rhythm, semibr	reve, minim	
Reference: Creative	Arts And Design	Curriculum P.g. 3	32			
Phase/Duration	Learners Activiti				Resources	
PHASE 1: STARTER PHASE 2: NEW LEARNING	Learners are to watch pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival. Ask learners to talk about parts of the pictures that interest them. Have you witnessed or saw an exhibition? What items did see being displayed or showcased? Draw attention to the new lesson's content standard and indicator(s). Play the following video clips of indigenous musical forms briefly and Art Musical				Art Musical Composition for	
					Percussive	

	Ask groups to present their aesthetic appreciation report written to the class based on the guidelines. Example: Description of the work: this stage involves describing what the work is made of, size of the work and materials used. The subject matter: this stage talks about the meaning of the work. Appraisal: this stage talks of the use of the artwork. Experience to share: this stage talks about the design process Ask other groups to comment on the report presented. Sum up	
	the lesson, and ask groups to go watch the other two videos of the class for presentation at the next lesson. Assessment Ask learners to peer assess their colleagues in group presentations. Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired	
PHASE 3: REFLECTION	Learners reflect and share aesthetic experience for future refinement and modification. Homework Ask learners to go and watch the other videos of the class and write a brief aesthetic appreciation on each for presentation at the next lesson.	

Week Ending: 28	3th OCT, 2022	DAY:		Subject: Creative	e Arts And Desig	gn
Duration: 60MIN	IS			Strand: Perform	ning Arts	
Class: B7		Class Size	e:	Sub Strand: Cr Expressions	eative and Aesth	etic
of design process (rd: Dance/Drama rate the ability to use idea development) to eative and expressive	produce		c or: 3.9 Organize an app al of own and other		Lesson:
Performance Inc Learners can show	licator: appreciation and app	oraisal of ow	n and oth	ers artworks	Core Compe PL5.2: PL6.1: C DL5.3	
Key words Reference: Crea	Design, cond plan venue, plan venue, plan venue, plan venue, plan venue, plan venue plan venue, plan ve	oosters, appr	aisal, app	tic, organize, histor reciation	y, culture, displa	y ,community
			1.0			
Phase/Duration	Learners Activities					Resources
PHASE I: STARTER	Ask learners to play tables.	a stone pas	sing game	e in small groups ar	ound their	
PHASE 2: NEW	Draw learners attendicator(s).	ntion to the	new lesso	on's content standa		District and
LEARNING	Guide learners to be events. Show a poster, letter				ion and appraisai	Pictures and Videos
	All Both 8 the Forty Thiev Aberdare Community These one of the Control of 19th I American to Control of 19th I American	KSHS. ADVAN- KSHS.	A VAL OF JOST, BOTTER MIN	JFA MENTAL STATE OF THE STATE		
	Guide learners to d importance of post				g. the uses or	
	In groups, guide lea Post learners' poste walk.				ake a gallery-	
	Guide learners to d	lo a class disc	cussion o	n the posters.		
PHASE 3: REFLECTION	Close the lesson by after the gallery-wa Summarize core-po	facilitating a lk.	discussio	on on posters desig	ned by learners	
	Homework Do further investignerformances. • Join		_	•	city for dance and	Ė

TERM THREE WEEKLY LESSON PLAN – B7

WEEK	8
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Week Ending: 4th NO	OV, 2022	DAY:	Subject:	Creative Arts And I	Design	
Duration: 60MINS			Strand:	Design		
Class: B7		Class Size:		Sub Strand: Design in Nature and the Manmade Environment		
B7. I.I.I. Demonstrate understanding of design as a concept in relation to the elements and principles of design.		are used to organize th	ndicator: 37 1.1.1.3 Research 'principles of design' to describe how the used to organize the 'elements of design' into building be or visual design, composition and creative expression of ide		olocks I of I	
Performance Indicator: Learners can identify and record what constitutes the 'ele design' in nature				Core Competen PL5.2: PL6.1: CG5.	.4: PL6.2: DL5.3	
Key words	Emphasis, balance, scale, value, unity, rhythm, contrast, repetition, primovement.			roportion,		
Reference: Creative	Arts And Desi	gn Curriculum P.g. 32				
Phase/Duration	Learners Activities			Resources		
PHASE I: STARTER	Show a 5-minute video/pictures on the organization elements of design Share performance indicators and introduce the lesson					
PHASE 2: NEW LEARNING	Learners brai Examples: rhy Learners ider and principles Learners prac manmade env Have learners design' to cre	nstorm and reflect on ythm, repetition, contraction, cont	torm and reflect on the use of principles of design m, repetition, contrast, etc. y the skills in creating composition with elements f design. the techniques by drawing using both natural and conment. pply knowledge of 'elements and 'principles' of			
PHASE 3: REFLECTION	Learners talk Homework Learners prace 'principles' of	about the techniques in design' to reflect the etition, balance, propo	used with the creating eler environment	eir peers. ments and		

	Ask groups to present their aesthetic appreciation report written to the class based on the guidelines. Example: Description of the work: this stage involves describing what the work is made of, size of the work and materials used. The subject matter: this stage talks about the meaning of the work. Appraisal: this stage talks of the use of the artwork. Experience to share: this stage talks about the design process Ask other groups to comment on the report presented. Sum up the lesson, and ask groups to go watch the other two videos of the	
PHASE 3: REFLECTION	class for presentation at the next lesson. Assessment Ask learners to peer assess their colleagues in group presentations. Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired Learners reflect and share aesthetic experience for future refinement and modification. Homework Ask learners to go and watch the other videos of the class and write a brief aesthetic appreciation on each for presentation at the	

TERM THREE WEEKLY LESSON PLAN – B7

Week Ending: th	NOV, 2022 DAY: Subject: Creative Arts And De						
Duration: 60MINS			Strand: Visual Arts				
Class: B7		Class Size:	Sub Strand: Connections in Local and Global Cultures				
B7. 2.3.1. Demonstrate generate ideas from vithat reflect a range of topical issues.	he community	reflect the histo	Indicator: B7. 2.3.1.2. Identify visual artworks that reflect the history, culture, environment and topical issues in the community.				
Performance Indica		a-iaal iaawaa in sha	it	Core Competen PL5.2: PL6.1: CG5.		D D E 3	
Key words		<u> </u>		nts, festivals, tourist		2. DLJ.J	
				its, lestivais, tourist	sires		
Reference: Creative	Arts And Design	Curriculum P.g. 3	32				
DI /D :	A						
Phase/Duration PHASE I: STARTER	Learners Activiti		a ganarata idaas i	from visual articorles	Resou	ırces	
FHASE I. STARTER	in the community.						
PHASE 2: NEW	Learners appreci	ate and appraise	the pre-indeper	ndence and post-	pictur	es or video	
LEARNING	independence history, culture, environment and topical issues in the community reflected in the selected visual artworks. Example: What time or era? • Is it the pre-independence era characterized by independence movements and struggles? • Is it the post-independence era marked by multi-party democracy? on the festivals, tourist sites (natural and man-made) chieftaincy etc.						
	Learners compare the nature of the selected artworks to determine their similarities and differences in terms of their functional, aesthetics, social and cultural values. Example: Type of media: • pastel, oil, water, acrylic, clay, wood, metal, fabric, paper. Etc. • purposes of artworks: • social events, market scenes, landscapes, plants, animals, folklore, religious, political, etc. Learners reflect on the effects of the history and culture of the						
	Example:	the selected visua portray a topical		?			

	• Is the issue or message conveyed using the media, techniques and elements and principles of art?.	
	Assessment Learners research and document how the history, culture, environment and topical issues in the community is reflected in the selected visual artworks.	
PHASE 3: REFLECTION	Learners talk and make individual or collaborative presentations on information recorded.	

Week Ending:	th NOV, 2022	DAY:		Subject: Creative	e Arts And Desig	gn		
Duration: 60MIN	S			Strand: Performing Arts				
Class: B7 Class Size:			e:	Sub Strand: Connections in Local and Global Cultures				
Content Standard: B7. 2.2.3. Music Demonstrate the ability to correlate and generate from indigenous creative musical forms art musicians in the immediate community, the reflect a range of different times, cultures and topical issues			Indicator: B7. 2.3.2.4 Appreciate and appraise an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc.			Lesson: I of I		
Performance Ind	ciate and appraise an	indigenous	1		Core Compe PL5.2: PL6.1: C DL5.3			
Key words	Enquiry, rese	earch, intervi	iew, indig	enous, neo-traditio	nal, exponent, al	legory,		
Reference: Creat	tive Arts And Design	Curriculum	P.g. 32					
DI /D :	A					T.B.		
Phase/Duration PHASE I:	Learners Activities show a video of one	- of the class		anasa wasawdad a fe	nutniaht sas	Resources		
STARTER	(the Dance Drama of Recap of previous learners atterindicator(s).							
PHASE 2: NEW LEARNING	Play the following video clips of indigenous musical forms briefly and discuss the genres involved with the class, namely: • recitative song forms (nnwomkrô, ebibindwom, etc.), • dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.), • vocal effects (yodeling, ululation, holler, nasalization). Review the definition of the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely; • Formalism • Referentializm • Absolutism • Expressionism Try and come down to the level of learners Discuss with learners, the basic elements of an indigenous and a neotraditional group—origin, ethnic group, gender, age, instruments, song themes, dance movements, stylized dances, singing, drumming, costume, venue, etc. Put learners into small groups to compare and contrast two selected indigenous and neo-traditional genre types they researched.					Pictures and Videos		

	Groups will organize the data collected and write up an aesthetic appreciation report.
	Ask groups to present the analysis (similarities and differences) in the indigenous and the 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 the future.
	Assessment (i) Ask learners to peer assess their colleagues. (ii) Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired. (iii) Explain the form the final summative examinations will take
PHASE 3: REFLECTION	Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk. Summarize core-points for learners' reflection.
	Homework Explain to students the form the final end of year summative examination will

TERM THREE WEEKLY LESSON PLAN – B7

Week Ending: 18th I	NOV, 2022	DAY:	Subject: Creative Arts And Design				
Duration: 60MINS			Strand: Vi	sual Arts			
Class: B7		Class Size:	Sub Strand Cultures	: Connections in Lo	cal and	Global	
Content Standard: B7. 2.3.1. Demonstrat generate ideas from v that reflect a range of topical issues.	e the ability to co isual artworks in t	he community	reflect the histo	ntify visual artworks thory, culture, environme es in the community.		Lesson:	
Performance Indica Learners can use visual		opical issues in the	community	Core Competen PL5.2: PL6.1: CG5.		2: DL5.3	
Key words	Chieftaincy, land	marks, artists and	d artworks, ever	nts, festivals, tourist	sites		
Reference: Creative	Arts And Design	Curriculum P.g.	32				
Phase/Duration	Learners Activiti	25			Resou	irces	
	Learners answer questions on how to generate ideas from visual artworks in the community.						
PHASE 2: NEW LEARNING	Share performance indicators and introduce the lesson. Learners appreciate and appraise the pre-independence and post-independence history, culture, environment and topical issues in the community reflected in the selected visual artworks. Example: What time or era? • Is it the pre-independence era characterized by independence movements and struggles? • Is it the post-independence era marked by multi-party democracy? Learners compare the nature of the selected artworks to determine their similarities and differences in terms of their functional, aesthetics, social and cultural values. Example: Type of media: • pastel, oil, water, acrylic, clay, wood, metal, fabric, paper. Etc. • purposes of artworks: • social events, market scenes, landscapes, plants, animals, folklore, religious, political, etc. Learners reflect on the effects of the history and culture of the						

	• Is the issue or message conveyed using the media, techniques and elements and principles of art?.	
	Assessment Learners research and document how the history, culture, environment and topical issues in the community is reflected in the selected visual artworks.	
PHASE 3: REFLECTION	Learners talk and make individual or collaborative presentations on information recorded.	

Week Ending: 18	th NOV, 2022	DAY:		Subject: Creative	e Arts And Desig	gn		
Duration: 60MIN	S			Strand: Performing Arts				
Class: B7 Class Size:			e:	Sub Strand: Connections in Local and Global Cultures				
Content Standard: B7. 2.2.3. Music Demonstrate the ability to correlate and ger ideas from indigenous creative musical forms art musicians in the immediate community, t reflect a range of different times, cultures an topical issues						Lesson: I of I		
Performance Ind	ciate and appraise an	indigenous	1		Core Compe PL5.2: PL6.1: C DL5.3			
Key words	Enquiry, rese	earch, intervi	iew, indig	enous, neo-tradition	nal, exponent, al	legory,		
Reference: Creat	tive Arts And Design	Curriculum	P.g. 32					
- I								
Phase/Duration PHASE I:	Learners Activities show a video of one	of the class	Dorfons	ancos rocardad a fa	ortnight aga	Resources		
STARTER	(the Dance Drama of Recap of previous learners atterindicator(s).							
PHASE 2: NEW LEARNING	Play the following video clips of indigenous musical forms briefly and discuss the genres involved with the class, namely: • recitative song forms (nnwomkrô, ebibindwom, etc.), • dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.), • vocal effects (yodeling, ululation, holler, nasalization). Review the definition of the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely; • Formalism • Referentializm • Absolutism • Expressionism Try and come down to the level of learners Discuss with learners, the basic elements of an indigenous and a neotraditional group—origin, ethnic group, gender, age, instruments, song themes, dance movements, stylized dances, singing, drumming, costume, venue, etc. Put learners into small groups to compare and contrast two selected indigenous and neo-traditional genre types they researched.					Pictures and Videos		

	Groups will organize the data collected and write up an aesthetic
	appreciation report.
	Ask groups to present the analysis (similarities and differences) in the
	, , ,
	indigenous and the neo-traditional group within the community to the class.
	Ask other groups to comment on the data presented Sum up the lesson
	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 the future.
	Assessment
	(i) Ask learners to peer assess their colleagues.
	(ii) Close the lesson by allowing learners to reflect, connect and apply the
	knowledge acquired.
	(iii) Explain the form the final summative examinations will take
PHASE 3:	(/ 1
	Close the lesson by facilitating a discussion on posters designed by learners
REFLECTION	after the gallery-walk.
	Summarize core-points for learners' reflection.
	Homework
	Explain to students the form the final end of year summative examination will

Week Ending:	DAY:		Subject: Creative Arts And Design			
Duration: 60MII		Strand: Performing		ning Arts	ing Arts	
Class Size			e:	Sub Strand: Connections in Local and Globa		
Content Standard: B7. 2.3.3. Dance and Drama Demonstrate the ability to correlate and generate ideas from creative artworks of dancers and actors in the community that reflect a range of different times. Indicator: B7. 2.3.3.6 Analyze works of other dance and drama artistes based on the history, culture, environment and topical issues in and around their communities.				Lesson: I of I		
	Performance Indicator: Learners can analyze works of other dance and drama artistes Core Compe PL5.2: PL6.1: C DL5.3					
Key words	connections	correla	tion lo	ocal global ana	lyze,	
Reference: Crea	ative Arts And Design	Curriculum	P.g. 32			
Phase/Duration	Learners Activities					Resources
PHASE I:	Introduce lesson by	, singing a far	miliar son	g and dance		Resources
STARTER	Build interest and c				f song.	
PHASE 2: NEW LEARNING	Show a video (dance or drama) of other places to learners. Facilitate analysis or discussion of the video based on the history, culture, environment and topical issues in and around the community. Summarise the main ideas for learners' reflection. Write a group report on Aku Sika by Martin Owusu and/or The Palmwine Drinkard by Adinku for class presentation. Assessment Let learners create own skits based on history, environment and social security (SSNIT Pension) issues, sanitation, energy conservation, etc. in the community for class discussion				Pictures and Videos	
PHASE 3: REFLECTION	Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk. Summarize core-points for learners' reflection.					

TERM THREE WEEKLY LESSON PLAN – B7

Week Ending: 25 th NOV, 2022		DAY:		Subject: Creative Arts And Design			
Duration: 60MIN	IS			Strand: Performing Arts			
Class: B7 Class Size:			e:	Sub Strand: Connections in Local and Globa Cultures			
Content Standard: B7. 2.2.3. Music Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community, that reflect a range of different times, cultures and topical issues			B7. 2.3.2 indigend within t style, in	Indicator: B7. 2.3.2.4 Appreciate and appraise an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc.			
Performance Inc Learners can appre within the commun	ciate and appraise an	indigenous	and a nec	o-traditional group	Core Compe PL5.2: PL6.1: C DL5.3		
Key words	Enquiry, rese	earch, intervi	iew, indig	enous, neo-traditio	nal, exponent, al	legory,	
Reference: Crea	tive Arts And Design	Curriculum	P.g. 32				
Phase/Duration PHASE I:	Learners Activities show a video of one					Resources	
STARTER	(the Dance Drama Composition) or a similar video clip. Recap of previous lesson using RCA technique. Draw learners attention to the new lesson's content standard and indicator(s).						
PHASE 2: NEW LEARNING	indicator(s). Play the following video clips of indigenous musical forms briefly and discuss the genres involved with the class, namely: recitative song forms (nnwomkrô, ebibindwom, etc.), dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.), vocal effects (yodeling, ululation, holler, nasalization). Review the definition of the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely; Formalism Referentializm Absolutism Expressionism Try and come down to the level of learners Discuss with learners, the basic elements of an indigenous and a neotraditional group—origin, ethnic group, gender, age, instruments, song themes, dance movements, stylized dances, singing, drumming, costume, venue, etc.					Pictures and Videos	

	Put learners into small groups to compare and contrast two selected indigenous and neo-traditional genre types they researched.
	Groups will organize the data collected and write up an aesthetic appreciation report.
	Ask groups to present the analysis (similarities and differences) in the indigenous and the 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 the future.
	Assessment (i) Ask learners to peer assess their colleagues. (ii) Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.
	(iii) Explain the form the final summative examinations will take
PHASE 3: REFLECTION	Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk.
	Summarize core-points for learners' reflection. Homework Explain to students the form the final end of year summative examination will

Week Ending: 25th NOV, 2022		DAY:		Subject: Creative Arts And Design				
Duration: 60MI			Strand: Performing Arts					
Class: B7 Class Size			e:	Sub Strand: Connections in Local and Global Cultures				
Content Standard: B7. 2.3.3. Dance and Drama Demonstrate the ability to correlate and generate ideas from creative artworks of dancers and actors in the community that reflect a range of different times. Indicator: B7. 2.3.3.6 Analyze works of other and drama artistes based on the his culture, environment and topical is and around their communities.						Lesson.		
						petencies: : CG5.4: PL6.2:		
Key words	connections correlation local global analyze,							
Reference: Crea	ative Arts And Design	Curriculum	P.g. 32					
Phase/Duration	Learners Activities Resources							
PHASE I: STARTER	Introduce lesson by Build interest and c							
PHASE 2: NEW LEARNING PHASE 3:	Show a video (dance or drama) of other places to learners. Facilitate analysis or discussion of the video based on the history, culture, environment and topical issues in and around the community. Summarise the main ideas for learners' reflection. Write a group report on Aku Sika by Martin Owusu and/or The Palmwine Drinkard by Adinku for class presentation. Assessment Let learners create own skits based on history, environment and social security (SSNIT Pension) issues, sanitation, energy conservation, etc. in the community for class discussion Close the lesson by facilitating a discussion on posters designed by					Pictures and Videos		
REFLECTION	learners after the grammarize core-po	allery-walk.			пеа ву			