

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 1

<b>Week Ending:</b> 30-06-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Design	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring	
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.1 Explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can exhibit own freehand and outline drawings			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Welcome learners back from the Christmas holidays. Ask them how they spent their vacation holidays.  Share performance indicators and introduce the lesson			
PHASE 2: <b>NEW LEARNING</b>	Begin the lesson by showing learners examples of freehand and outline drawings.  Explain that freehand drawings are created without the use of any tools or measurements, while outline drawings focus on capturing the basic shapes and lines of an object or scene.  Guide learners in identifying and discussing different basic shapes and lines, such as circles, squares, triangles, curved lines, straight lines, etc. Show visual references of simple objects or scenes and ask them to identify the basic shapes and lines within them.  Instruct students to choose a visual reference or come up with their own idea for a freehand drawing. Encourage them to use their pencils to draw directly on the paper without using any tools or measurements.  Remind students to focus on capturing the essence of the subject rather than striving for perfect accuracy.  Show them examples of outline drawings and point out how the focus is on drawing the outer lines and shapes of an object or scene.			T-square, set square, protractor, paper

	<p>Explain that outline drawings can be used as a basis for adding more details or color later on.</p> <p>With reference to their previously created freehand drawing, encourage them to use light pencil strokes to create an outline of the subject, focusing on capturing the basic shapes and lines.</p> <p>Engage learners to exhibit own freehand and outline drawings and color work to share design ideas based on lines, shapes and forms for appreciation, appraising and feedback.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 30-06-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.1 Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation and imagination, print making and weaving			<b>Indicator:</b> B8 2.1.1.4 Experiment with available media and techniques for weaving to create visual artworks.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can experiment with available media and techniques for weaving to create visual artworks.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 29				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration.  Draw attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Guide learners to identify and use the available media and techniques for weaving to create own woven artefacts. Examples: plain weave, twill and satin media: cane, yarns, raffia, reed, etc.  Apply relevant weaving techniques with available media to create own woven artefacts.  Display woven artefacts for appreciation and reflection and use peer- and self-evaluation to review works. Examples of art specific language vocabulary: plain, weave, twill, pattern, form			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

<b>Week Ending:</b> 30-06-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Music)
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B8. 2.1.2.: Demonstrate understanding and apply tempo, dynamics and simple forms in music		<b>Indicator:</b> B8 2.1.2.7 Internalize and identify aurally basic architectural designs in art, pop and indigenous musical works	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify aurally basic architectural designs in musical works.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.		
	Draw learner’s attention to the new lesson’s content standard and indicator(s).		
PHASE 2: <b>NEW LEARNING</b>	<p>Brainstorm learners to identify and explain the categorization of musical works into binary, ternary, through-composed, or free fantasia.</p> <p>1. <b>Binary Form:</b> <i>Binary form is a musical structure consisting of two distinct sections labeled as A and B. The sections are typically different in melody, harmony, or both. The form is commonly represented as A-B and is often used in dances, marches, or simple folk songs.</i></p> <p>2. <b>Ternary Form:</b> <i>Ternary form is a musical structure comprising three sections labeled as A, B, and A (or sometimes ABA). The middle section (B) usually contrasts with the first and last sections (A). Ternary form is commonly found in classical music, such as minuets, scherzos, and some larger-scale compositions.</i></p> <p>3. <b>Through-Composed:</b> <i>Through-composed music is a form in which each section or phrase presents new and distinct material. It lacks significant repetition or the return of previous sections. Through-composed structures are often found in art songs, opera arias, or progressive rock compositions, where the music progresses continuously without strict adherence to repeated sections.</i></p> <p>4. <b>Free Fantasia:</b> <i>A free fantasia is a type of musical composition characterized by its improvisatory nature and lack of a predetermined structure. It allows the performer considerable freedom in interpretation and exploration. Free fantasias can be found in various genres, including jazz, avant-garde, and certain forms of world music.</i></p> <p>Learners in groups listen and tell if the form of an art musical work is binary, ternary or through composed or free fantasia.</p>		Pictures and Videos

	<p>Guide learners to discuss the categorization of musical works into ballad, verse-bridge song, verse-chorus song, or verse-chorus-bridge.</p> <p>1. <b>Ballad:</b> <i>A ballad is a narrative song that often tells a story. Ballads typically have a repetitive structure, with verses that advance the storyline and a refrain or chorus that repeats throughout the song. The verses and chorus of a ballad may vary in melody and lyrics, but they maintain a consistent musical and rhythmic framework.</i></p> <p>2. <b>Verse-Bridge Song:</b> <i>In a verse-bridge song, the structure consists of alternating verses and a bridge section. The verses typically contain the main lyrical content and melody, while the bridge provides a contrasting section with different lyrics and often a different chord progression. This structure is commonly used in pop, rock, and folk music.</i></p> <p>3. <b>Verse-Chorus Song:</b> <i>The verse-chorus song structure is one of the most popular and recognizable forms in popular music. It consists of alternating verses and a chorus section. The verses tell a story or present different lyrical content, while the chorus serves as a catchy, repetitive section that often contains the main theme or hook of the song. This structure is prevalent in pop, rock, country, and many other genres.</i></p> <p>4. <b>Verse-Chorus-Bridge:</b> <i>The verse-chorus-bridge structure expands upon the verse-chorus song form by adding a bridge section. In addition to the alternating verses and chorus, a bridge section provides a contrasting musical and lyrical element. It often serves as a departure from the main theme or provides a climactic moment in the song before returning to the familiar verse-chorus pattern.</i></p> <p><u>Assessment</u> Learners in groups listen and tell if the form of a pop musical work is ballad, verse-bridge song, verse-chorus song or verse-chorus-bridge.</p>	
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 2

<b>Week Ending:</b> 07-07-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Design	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring	
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.1 Explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can exhibit own freehand and outline drawings			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Welcome learners back from the Christmas holidays. Ask them how they spent their vacation holidays.  Share performance indicators and introduce the lesson			
PHASE 2: <b>NEW LEARNING</b>	Begin the lesson by showing learners examples of freehand and outline drawings.  Explain that freehand drawings are created without the use of any tools or measurements, while outline drawings focus on capturing the basic shapes and lines of an object or scene.  Guide learners in identifying and discussing different basic shapes and lines, such as circles, squares, triangles, curved lines, straight lines, etc. Show visual references of simple objects or scenes and ask them to identify the basic shapes and lines within them.  Instruct students to choose a visual reference or come up with their own idea for a freehand drawing. Encourage them to use their pencils to draw directly on the paper without using any tools or measurements.  Remind students to focus on capturing the essence of the subject rather than striving for perfect accuracy.  Show them examples of outline drawings and point out how the focus is on drawing the outer lines and shapes of an object or scene.			T-square, set square, protractor, paper

	<p>Explain that outline drawings can be used as a basis for adding more details or color later on.</p> <p>With reference to their previously created freehand drawing, encourage them to use light pencil strokes to create an outline of the subject, focusing on capturing the basic shapes and lines.</p> <p>Engage learners to exhibit own freehand and outline drawings and color work to share design ideas based on lines, shapes and forms for appreciation, appraising and feedback.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 07-07-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.1 Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation and imagination, print making and weaving			<b>Indicator:</b> B8 2.1.1.4 Experiment with available media and techniques for weaving to create visual artworks.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can experiment with available media and techniques for weaving to create visual artworks.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	plain, weave, twill, pattern, form			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 29				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration.  Draw attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Guide learners to identify and use the available media and techniques for weaving to create own woven artefacts. Examples: plain weave, twill and satin media: cane, yarns, raffia, reed, etc.  Techniques for Weaving:  1. Plain Weave: <ul style="list-style-type: none"><li>- Description: Plain weave is the simplest and most common weaving technique. It creates a simple over-under pattern, where each weft thread passes alternately over and under each warp thread.</li><li>- Media: Plain weave can be done using various materials, including cane, yarns, raffia, and reed.</li></ul> 2. Twill Weave: <ul style="list-style-type: none"><li>- Description: Twill weave is characterized by a diagonal pattern formed by the interlacing of warp and weft threads. It involves passing the weft thread over a certain number of warp threads, then under a certain number, creating a diagonal line.</li><li>- Media: Twill weave can be done using materials such as cane, yarns, and raffia. It is particularly popular in textile weaving using different fibers.</li></ul> 3. Satin Weave: <ul style="list-style-type: none"><li>- Description: Satin weave produces a smooth and lustrous fabric with a glossy surface. It is created by floating the weft</li></ul>			Pictures and Videos



	<p>threads over multiple warp threads, resulting in long floats on the surface.</p> <ul style="list-style-type: none"> <li>- Media: Satin weave can be done using materials like yarns, including silk, cotton, or synthetic fibers.</li> </ul> <p>Apply relevant weaving techniques with available media to create own woven artefacts.</p> <p>Display woven artefacts for appreciation and reflection and use peer- and self-evaluation to review works.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the most common and simplest weaving technique?</li> <li>2. Which weaving technique creates a diagonal pattern?</li> <li>3. Which weaving technique produces a smooth and lustrous fabric with a glossy surface?</li> <li>4. What is the difference between plain weave and twill weave?</li> <li>5. Name one material commonly used for plain weave.</li> <li>6. Which weaving technique involves floating the weft threads over multiple warp threads?</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 07-07-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Dance and Drama)
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B8. 2.1.3. Demonstrate understanding of Ghanaian dance forms		<b>Indicator:</b> B8.2.1.3.8 Identify various Ghanaian Dance types and their context of performance	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can tell the differences between fast or slow music			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.		
	Draw learner’s attention to the new lesson’s content standard and indicator(s).		
PHASE 2: <b>NEW LEARNING</b>	Identify the dance types and categories. (religious, war and sociocultural)  <i>Religious Dance Types:</i> 1. Adowa 2. Damba 3. Agbadza (in some contexts) 4. Kpanlogo (in some contexts)  <i>War Dance Types:</i> 1. Agbadza (in some contexts) 2. Kpanlogo (in some contexts)  <i>Sociocultural Dance Types:</i> 1. Adowa 2. Kpanlogo 3. Agbadza 4. Bamaaya 5. Adzogbo  Guide learners to compare and contrast the types and categories.  1. Religious Dance Types: <ul style="list-style-type: none"><li>- Adowa: Adowa is primarily a religious dance associated with the Akan people of Ghana. It is performed during funerals and other significant religious events. Adowa is characterized by slow, rhythmic movements and hand gestures. It is accompanied by drumming and songs.</li><li>- Damba: Damba is a religious dance tradition of the Dagomba people in northern Ghana. It is performed during the annual Damba festival, which celebrates the birth of the Islamic Prophet Muhammad. Damba involves synchronized movements, spinning, hopping, and gestures, accompanied by drumming, singing, and the use of traditional instruments.</li></ul>		Pictures and Videos

## 2. War Dance Types:

- **Agbadza:** Agbadza is a traditional dance form of the Ewe people in Ghana. While it is primarily a sociocultural dance, it can also have war-related contexts. Agbadza features lively and energetic movements, intricate footwork, and coordinated group formations. It is accompanied by drumming, chanting, and the use of traditional instruments.
- **Kpanlogo:** Kpanlogo originated from the Ga ethnic group in Accra, Ghana. Although it is primarily a sociocultural dance, it can also have war-related associations. Kpanlogo involves energetic and lively movements, often performed during festivals, celebrations, and social gatherings. It is accompanied by drumming, singing, and the use of instruments like the kpanlogo drums and bells.

## 3. Sociocultural Dance Types:

- **Adowa:** Adowa is not only a religious dance but also a sociocultural dance. It is performed during various social events, including funerals, festivals, and other significant occasions. Adowa features slow, rhythmic movements, hand gestures, drumming, and songs.
- **Bamaaya:** Bamaaya is a dance form associated with the Dagomba people of northern Ghana. It is performed during festivals, ceremonies, and social gatherings. Bamaaya involves dynamic and spirited movements, jumps, spins, and footwork, accompanied by traditional drumming, singing, and percussion instruments.
- **Adzogbo:** Adzogbo is a traditional dance style of the Ewe and Anlo people of southeastern Ghana. It is performed during cultural and social events, including festivals and ceremonies. Adzogbo is highly energetic and rhythmic, characterized by intricate footwork, body movements, acrobatic elements, drumming, singing, and the use of traditional instruments.

## Explore the context of performance.

### 1. Adowa:

- **Context of Performance:** Adowa is performed during various social and cultural events, including funerals, festivals, and other significant occasions within the Akan community. It holds deep religious and cultural significance for the Akan people in Ghana.
- **Significance:** Adowa is considered a dance of honor and respect. It is performed to pay tribute to ancestors, commemorate important life events, and express emotions such as grief, joy, and celebration. The dance is often accompanied by traditional drumming, singing, and the use of instruments.

### 2. Damba:

- **Context of Performance:** Damba is performed during the annual Damba festival, which is celebrated by the Dagomba people in northern Ghana. The festival usually takes place in honor of the birth of the Islamic Prophet Muhammad.
- **Significance:** Damba is a religious and cultural celebration that brings the community together. The dance is performed to express devotion,

	<p>celebrate the Islamic faith, and honor the Prophet Muhammad. It is accompanied by drumming, singing, and the use of traditional instruments.</p> <p>3. Agbadza:</p> <ul style="list-style-type: none"> <li>- Context of Performance: Agbadza is primarily a sociocultural dance performed by the Ewe people in Ghana. It is often performed during festivals, weddings, and other celebratory events.</li> <li>- Significance: Agbadza serves as a form of entertainment, community bonding, and cultural expression. The dance showcases the skill and coordination of the performers and creates a lively and energetic atmosphere. Agbadza is accompanied by drumming, chanting, and the use of traditional instruments.</li> </ul> <p>4. Kpanlogo:</p> <ul style="list-style-type: none"> <li>- Context of Performance: Kpanlogo originated from the Ga ethnic group in Accra, Ghana. It is performed during festivals, social gatherings, and cultural events.</li> <li>- Significance: Kpanlogo serves as a form of cultural identity and social interaction. The dance brings people together to celebrate, have fun, and express their Ga heritage. Kpanlogo is accompanied by drumming, singing, and the use of instruments like the kpanlogo drums and bells.</li> </ul> <p>5. Bamaaya:</p> <ul style="list-style-type: none"> <li>- Context of Performance: Bamaaya is a dance form associated with the Dagomba people in northern Ghana. It is performed during festivals, ceremonies, and social gatherings.</li> <li>- Significance: Bamaaya serves as a way to celebrate cultural heritage, unity, and joy. The dance showcases the agility, strength, and creativity of the performers. Bamaaya is accompanied by traditional drumming, singing, and the use of percussion instruments.</li> </ul> <p>6. Adzogbo:</p> <ul style="list-style-type: none"> <li>- Context of Performance: Adzogbo is a traditional dance style performed by the Ewe and Anlo people of southeastern Ghana. It is performed during cultural and social events, including festivals and ceremonies.</li> <li>- Significance: Adzogbo serves as a form of cultural expression, community celebration, and artistic display. The dance highlights the rhythmic and energetic movements of the performers, and it is accompanied by drumming, singing, and the use of traditional instruments.</li> </ul> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What are the main occasions during which Adowa is performed?</li> <li>2. Which Ghanaian dance type is associated with the annual Damba festival?</li> <li>3. In what context is Agbadza typically performed?</li> <li>4. Where did Kpanlogo originate, and when is it commonly performed?</li> <li>5. What are the main events or gatherings during which Bamaaya is performed?</li> </ol>	
PHASE 3: <b>REFLECTION</b>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> </ol>	

	3. Which aspects of the lesson did you not understand?	
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# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 3

<b>Week Ending:</b> 14-07-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Music)
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B8. 2.1.2.: Demonstrate understanding and apply tempo, dynamics and simple forms in music		<b>Indicator:</b> B8 2.1.2.7 Internalize and identify aurally basic architectural designs in art, pop and indigenous musical works	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify aurally basic architectural designs in musical works.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).		
PHASE 2: <b>NEW LEARNING</b>	Brainstorm learners to identify and explain the categorization of musical works into binary, ternary, through-composed, or free fantasia.  1. <b>Binary Form:</b> <i>Binary form is a musical structure consisting of two distinct sections labeled as A and B. The sections are typically different in melody, harmony, or both. The form is commonly represented as A-B and is often used in dances, marches, or simple folk songs.</i>  2. <b>Ternary Form:</b> <i>Ternary form is a musical structure comprising three sections labeled as A, B, and A (or sometimes ABA). The middle section (B) usually contrasts with the first and last sections (A). Ternary form is commonly found in classical music, such as minuets, scherzos, and some larger-scale compositions.</i>  3. <b>Through-Composed:</b> <i>Through-composed music is a form in which each section or phrase presents new and distinct material. It lacks significant repetition or the return of previous sections. Through-composed structures are often found in art songs, opera arias, or progressive rock compositions, where the music progresses continuously without strict adherence to repeated sections.</i>  4. <b>Free Fantasia:</b> <i>A free fantasia is a type of musical composition characterized by its improvisatory nature and lack of a predetermined structure. It allows the performer considerable freedom in interpretation and exploration. Free fantasias can be found in various genres, including jazz, avant-garde, and certain forms of world music.</i>		Pictures and Videos

	<p>Learners in groups listen and tell if the form of an art musical work is binary, ternary or through composed or free fantasia.</p> <p>Guide learners to discuss the categorization of musical works into ballad, verse-bridge song, verse-chorus song, or verse-chorus-bridge.</p> <p>1. <b>Ballad:</b> <i>A ballad is a narrative song that often tells a story. Ballads typically have a repetitive structure, with verses that advance the storyline and a refrain or chorus that repeats throughout the song. The verses and chorus of a ballad may vary in melody and lyrics, but they maintain a consistent musical and rhythmic framework.</i></p> <p>2. <b>Verse-Bridge Song:</b> <i>In a verse-bridge song, the structure consists of alternating verses and a bridge section. The verses typically contain the main lyrical content and melody, while the bridge provides a contrasting section with different lyrics and often a different chord progression. This structure is commonly used in pop, rock, and folk music.</i></p> <p>3. <b>Verse-Chorus Song:</b> <i>The verse-chorus song structure is one of the most popular and recognizable forms in popular music. It consists of alternating verses and a chorus section. The verses tell a story or present different lyrical content, while the chorus serves as a catchy, repetitive section that often contains the main theme or hook of the song. This structure is prevalent in pop, rock, country, and many other genres.</i></p> <p>4. <b>Verse-Chorus-Bridge:</b> <i>The verse-chorus-bridge structure expands upon the verse-chorus song form by adding a bridge section. In addition to the alternating verses and chorus, a bridge section provides a contrasting musical and lyrical element. It often serves as a departure from the main theme or provides a climactic moment in the song before returning to the familiar verse-chorus pattern.</i></p> <p><u>Assessment</u> Learners in groups listen and tell if the form of a pop musical work is ballad, verse-bridge song, verse-chorus song or verse-chorus-bridge.</p>	
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 14-07-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Dance and Drama)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.3. Demonstrate understanding of Ghanaian dance forms		<b>Indicator:</b> B8.2.1.3.9 Experiment and practice by using the techniques of rhythm and dynamics in dance and drama.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can practice by using the techniques of rhythm and dynamics in dance and drama.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Ask learners what they understand by the terms "rhythm" and "dynamics."  Explain that rhythm refers to the pattern of beats or movement in a dance or play, while dynamics refer to the varying intensity, speed, and energy in a performance.  Share the performance indicators with the learners, stating that they will explore how rhythm and dynamics are used in dance and drama to enhance storytelling and expression.			
PHASE 2: <b>NEW LEARNING</b>	Discuss the concept of rhythm in dance and drama. Show examples of different dance styles with varying rhythms, such as hip-life, highlife, or contemporary.  Explain the significance of rhythm in drama, including how it affects the pace of dialogue and overall flow of a performance.  Discuss dynamics in dance and drama, emphasizing how changes in speed, energy, and intensity can convey emotions and enhance the impact of a performance.  Divide the class into smaller groups and assign each group a different music track with a distinct rhythm.  Ask the groups to create short dance routines that match the rhythm of the music. Encourage them to use varying dynamics to convey different emotions.  After each group performs their dance, discuss with the class how the rhythm and dynamics contributed to the overall expression and impact of the performance.			Pictures and Videos



	<p>Divide the class into pairs or small groups and provide them with short scripted scenes or dialogues.</p> <p>Engage the groups to practice their scenes, paying attention to the rhythm of the dialogue and incorporating dynamics to enhance the delivery of lines and emotions.</p> <p>Have each group perform their scenes for the class. After each performance, discuss how the use of rhythm and dynamics influenced the audience's engagement with the scene.</p> <p><u>Assessment</u></p> <p>Have learners work individually or in small groups to create a short dance performance or dramatic scene that combines rhythm and dynamics to tell a story or convey a specific message.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 4

<b>Week Ending:</b> 21-07-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS			<b>Strand:</b> Design
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Drawing, Shading, And Coloring
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.2 Demonstrate skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can exhibit own skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Portfolios, critique, feedback		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Begin the lesson by explaining the purpose of the activity: to showcase learners' drawings, shading, and coloring skills, and to provide a platform for appreciation, appraising, and feedback.  Emphasize the importance of constructive criticism and supportive feedback in the creative process.		
PHASE 2: <b>NEW LEARNING</b>	Ask learners to set up their portfolios on display boards or tables in the classroom.  Encourage learners to arrange their drawings and colored works in an organized and visually appealing manner.  Allow learners time to explore and appreciate their peers' portfolios, taking note of particular pieces that catch their attention.  Divide the class into small groups, ensuring a mix of learners with different artistic styles and preferences.  Ask each group to visit different portfolios and discuss the artworks they find appealing or interesting.  Encourage learners to provide positive feedback on the artistic techniques used, the choice of subjects, the level of detail, and the overall aesthetic appeal of the artworks.  Ask learners to record their appreciation and appraisal comments on art critique sheets or feedback forms.		Learners' portfolios containing their drawings and colored works.  Display boards or tables to showcase the portfolios  Art critique sheets or feedback forms

	<p>After the appreciation and appraisal session, gather the learners back together as a whole class.</p> <p>Explain the importance of constructive feedback and how it can help artists improve their skills and creative process.</p> <p>Instruct learners to exchange their art critique sheets or feedback forms with another student's portfolio.</p> <p>Encourage learners to provide constructive feedback by focusing on areas where improvement or experimentation could be considered.</p> <p>Remind learners to use kind and respectful language when providing feedback.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 21-07-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Creative And Aesthetic Expression	
<b>Content Standard:</b> B8. 2.2.1 Demonstrate the ability to apply the concept of the design process (idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures			<b>Indicator:</b> B8. 2.2.1.3 Organize an appreciation and appraisal of own and others’ artworks that reflect the history, cultures, physical and social environment.	
<b>Performance Indicator:</b> Learners can organize an appreciation and appraisal of own and others’ artworks.			<b>Lesson:</b> 1 of 1	
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3				
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 34				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Begin the lesson by discussing the importance of art in expressing beauty, meaning, and cultural identity.  Explain that artworks often reflect the values, beliefs, and traditions of the people and can provide insights into their culture.			
PHASE 2: <b>NEW LEARNING</b>	Present examples of artworks from different cultures, ensuring a diverse representation.  Guide learners in analyzing the selected artworks by focusing on the elements (line, shape, color, texture) and principles (balance, contrast, rhythm) used.  Encourage learners to interpret the meaning and cultural significance behind each artwork, considering symbolism, historical context, and cultural practices.  Divide the class into small groups and assign each group an artwork to discuss.  Instruct the groups to share their interpretations of the artwork and discuss how the selected elements, principles, and techniques contribute to expressing beauty, meaning, and the culture of the people.  Encourage learners to engage in meaningful discussions and consider multiple perspectives.  Provide art critique sheets or reflection journals to each student.  Ask learners to individually reflect on their own interpretations of the artworks and consider how their understanding can be improved to give the artworks a more accurate cultural identity.			Drawing materials such as pencils, erasers, markers, colored pencils, or paints  Art critique sheets or reflection journals

	<p>Encourage learners to identify any biases, assumptions, or misconceptions they may have had and suggest ways to broaden their perspectives.</p> <p>Ask volunteers to share their reflections and suggestions with the whole class.</p> <p>Facilitate a class discussion on the different perspectives and insights shared, highlighting the importance of cultural sensitivity and open-mindedness in interpreting artworks.</p> <p>Encourage learners to consider the power of art in promoting understanding, respect, and appreciation for diverse cultures.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 21-07-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Dance and Drama)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.3. Demonstrate understanding of Ghanaian dance forms		<b>Indicator:</b> B8.2.1.3.9 Experiment and practice by using the techniques of rhythm and dynamics in dance and drama.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can practice by using the techniques of rhythm and dynamics in dance and drama.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Ask learners what they understand by the terms "rhythm" and "dynamics."  Explain that rhythm refers to the pattern of beats or movement in a dance or play, while dynamics refer to the varying intensity, speed, and energy in a performance.  Share the performance indicators with the learners, stating that they will explore how rhythm and dynamics are used in dance and drama to enhance storytelling and expression.			
PHASE 2: <b>NEW LEARNING</b>	Discuss the concept of rhythm in dance and drama. Show examples of different dance styles with varying rhythms, such as hip-life, highlife, or contemporary.  Explain the significance of rhythm in drama, including how it affects the pace of dialogue and overall flow of a performance.  Discuss dynamics in dance and drama, emphasizing how changes in speed, energy, and intensity can convey emotions and enhance the impact of a performance.  Divide the class into smaller groups and assign each group a different music track with a distinct rhythm.  Ask the groups to create short dance routines that match the rhythm of the music. Encourage them to use varying dynamics to convey different emotions.  After each group performs their dance, discuss with the class how the rhythm and dynamics contributed to the overall expression and impact of the performance.			Pictures and Videos

	<p>Divide the class into pairs or small groups and provide them with short scripted scenes or dialogues.</p> <p>Engage the groups to practice their scenes, paying attention to the rhythm of the dialogue and incorporating dynamics to enhance the delivery of lines and emotions.</p> <p>Have each group perform their scenes for the class. After each performance, discuss how the use of rhythm and dynamics influenced the audience's engagement with the scene.</p> <p><u>Assessment</u></p> <p>Have learners work individually or in small groups to create a short dance performance or dramatic scene that combines rhythm and dynamics to tell a story or convey a specific message.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 6

<b>Week Ending:</b> 04-08-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Creative And Aesthetic Expression	
<b>Content Standard:</b> B8. 2.2.2. Demonstrate the ability to use concept of the design process to create and display own creative musical art works		<b>Indicator:</b> B8. 2.2.2.4 Design and produce own musical genre that reflect the history and cultures, physical and social environment		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can design and produce own musical genre			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 34				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Discuss the concept of creative and aesthetic expression in music.  Engage the learners by asking questions like: <ul style="list-style-type: none"><li>• What does it mean to be creative in music?</li><li>• How can we express our unique ideas through music?</li><li>• Why is it important to explore different musical genres?</li></ul> Show a video or play a recording of traditional Ghanaian music to provide context and inspiration			
PHASE 2: <b>NEW LEARNING</b>	Divide the learners into small groups. Assign each group a specific aspect of Ghanaian music to research, such as traditional instruments, rhythms, dance styles, or lyrical themes.  Provide resources such as books, articles, or online sources for their research. Ask the groups to take notes and gather information to share with the class later.  Discuss the research findings from each group, allowing them to share their notes and insights.  Explain that they will now work individually to design their own musical genre, incorporating elements they find interesting from Ghanaian music.  Encourage creativity and experimentation in combining different musical elements (instruments, rhythms, melodies, lyrics, etc.). Remind learners to consider the aesthetic expression and cultural significance of their genre.  Learners in groups start working on producing their musical genre.			Pictures and Videos  Instruments (If available)



	<p>If instruments are available, allow learners to use them to compose melodies or create rhythms. If not, they can use digital software or online tools for composition.</p> <p>Emphasize the importance of practice and refinement in their musical pieces.</p> <p>Once the compositions are ready, give learners the opportunity to perform their genres in front of the class.</p> <p>Encourage constructive feedback and appreciation for each other's creations.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 04-08-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Dance and Drama)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B8. 2.2.3.Demonstrate how to apply the concept of design process (Idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures		<b>Indicator:</b> B8.2.2.3.7 Design and produce own dance and drama that reflect a range of different times and cultures		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can design and produce own dance and drama that reflect a range of different times and cultures.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 37				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Revise with learners on the previous lesson.			
	Share performance indicators with learners and introduce the lesson.			
PHASE 2: <b>NEW LEARNING</b>	Provide examples of well-known dance and drama artists, such as Martin Owusu and Nii Yartey, and briefly discuss their artistic contributions.			Pictures and Videos
	Show visual or video examples of their artworks to stimulate interest and discussion.			
	Engage learners in a class discussion about the different elements and techniques used by these artists and how they convey their messages through their work.			
	Assign learners to research and select a dance or drama artist of their choice for further study.			
	Introduce various themes, such as SSNIT Pension Scheme services or sanitation, and ask learners to select one that interests them.			
	Learners brainstorm ideas and develop a concept for their dance piece or play based on the chosen theme.			
	Provide guidance on structuring the performance, including setting, characters, plot, and message.			
	Allow learners to collaborate in groups or work individually to design and plan their performances.			
Provide art supplies for learners to create sketches or storyboards to visualize their ideas.				

	<p>Allocate rehearsal time for learners to practice their performances.</p> <p>Organize a performance day or class showcase where learners can present their dance pieces or plays to the rest of the class.</p> <p>Invite local dance or drama artists to speak to the class or organize a field trip to a theater or dance performance to expose learners to professional productions.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Can you name any famous dance or drama artists?</li> <li>2. What are some elements or techniques used by dance or drama artists to convey messages through their work?</li> <li>3. How do Martin Owusu and Nii Yartey contribute to the world of dance or drama?</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 5

<b>Week Ending:</b> 28-07-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS			<b>Strand:</b> Design
<b>Class:</b> B8	<b>Class Size:</b>		<b>Sub Strand:</b> Drawing, Shading, And Coloring
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.2 Demonstrate skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can exhibit own skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Portfolios, critique, feedback		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Begin the lesson by explaining the purpose of the activity: to showcase learners' drawings, shading, and coloring skills, and to provide a platform for appreciation, appraising, and feedback.  Emphasize the importance of constructive criticism and supportive feedback in the creative process.		
PHASE 2: <b>NEW LEARNING</b>	Ask learners to set up their portfolios on display boards or tables in the classroom.  Encourage learners to arrange their drawings and colored works in an organized and visually appealing manner.  Allow learners time to explore and appreciate their peers' portfolios, taking note of particular pieces that catch their attention.  Divide the class into small groups, ensuring a mix of learners with different artistic styles and preferences.  Ask each group to visit different portfolios and discuss the artworks they find appealing or interesting.  Encourage learners to provide positive feedback on the artistic techniques used, the choice of subjects, the level of detail, and the overall aesthetic appeal of the artworks.  Ask learners to record their appreciation and appraisal comments on art critique sheets or feedback forms.		Learners' portfolios containing their drawings and colored works.  Display boards or tables to showcase the portfolios  Art critique sheets or feedback forms

	<p>After the appreciation and appraisal session, gather the learners back together as a whole class.</p> <p>Explain the importance of constructive feedback and how it can help artists improve their skills and creative process.</p> <p>Instruct learners to exchange their art critique sheets or feedback forms with another student's portfolio.</p> <p>Encourage learners to provide constructive feedback by focusing on areas where improvement or experimentation could be considered.</p> <p>Remind learners to use kind and respectful language when providing feedback.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 28-07-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Creative And Aesthetic Expression	
<b>Content Standard:</b> B8. 2.2.1 Demonstrate the ability to apply the concept of the design process (idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures			<b>Indicator:</b> B8. 2.2.1.3 Organize an appreciation and appraisal of own and others’ artworks that reflect the history, cultures, physical and social environment.	
<b>Performance Indicator:</b> Learners can organize an appreciation and appraisal of own and others’ artworks.			<b>Lesson:</b> 1 of 1	
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3				
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 34				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Begin the lesson by discussing the importance of art in expressing beauty, meaning, and cultural identity.  Explain that artworks often reflect the values, beliefs, and traditions of the people and can provide insights into their culture.			
PHASE 2: <b>NEW LEARNING</b>	Present examples of artworks from different cultures, ensuring a diverse representation.  Guide learners in analyzing the selected artworks by focusing on the elements (line, shape, color, texture) and principles (balance, contrast, rhythm) used.  Encourage learners to interpret the meaning and cultural significance behind each artwork, considering symbolism, historical context, and cultural practices.  Divide the class into small groups and assign each group an artwork to discuss.  Instruct the groups to share their interpretations of the artwork and discuss how the selected elements, principles, and techniques contribute to expressing beauty, meaning, and the culture of the people.  Encourage learners to engage in meaningful discussions and consider multiple perspectives.  Provide art critique sheets or reflection journals to each student.  Ask learners to individually reflect on their own interpretations of the artworks and consider how their understanding can be improved to give the artworks a more accurate cultural identity.			Drawing materials such as pencils, erasers, markers, colored pencils, or paints  Art critique sheets or reflection journals

	<p>Encourage learners to identify any biases, assumptions, or misconceptions they may have had and suggest ways to broaden their perspectives.</p> <p>Ask volunteers to share their reflections and suggestions with the whole class.</p> <p>Facilitate a class discussion on the different perspectives and insights shared, highlighting the importance of cultural sensitivity and open-mindedness in interpreting artworks.</p> <p>Encourage learners to consider the power of art in promoting understanding, respect, and appreciation for diverse cultures.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 28-07-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Creative And Aesthetic Expression	
<b>Content Standard:</b> B8. 2.2.2. Demonstrate the ability to use concept of the design process to create and display own creative musical art works		<b>Indicator:</b> B8. 2.2.2.4 Design and produce own musical genre that reflect the history and cultures, physical and social environment		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can design and produce own musical genre			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 34				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Discuss the concept of creative and aesthetic expression in music.  Engage the learners by asking questions like: <ul style="list-style-type: none"><li>• What does it mean to be creative in music?</li><li>• How can we express our unique ideas through music?</li><li>• Why is it important to explore different musical genres?</li></ul> Show a video or play a recording of traditional Ghanaian music to provide context and inspiration			
PHASE 2: <b>NEW LEARNING</b>	Divide the learners into small groups. Assign each group a specific aspect of Ghanaian music to research, such as traditional instruments, rhythms, dance styles, or lyrical themes.  Provide resources such as books, articles, or online sources for their research. Ask the groups to take notes and gather information to share with the class later.  Discuss the research findings from each group, allowing them to share their notes and insights.  Explain that they will now work individually to design their own musical genre, incorporating elements they find interesting from Ghanaian music.  Encourage creativity and experimentation in combining different musical elements (instruments, rhythms, melodies, lyrics, etc.). Remind learners to consider the aesthetic expression and cultural significance of their genre.  Learners in groups start working on producing their musical genre. If instruments are available, allow learners to use them to compose melodies or create rhythms. If not, they can use digital software or online tools for composition.			Pictures and Videos  Instruments (If available)



	<p>Emphasize the importance of practice and refinement in their musical pieces.</p> <p>Once the compositions are ready, give learners the opportunity to perform their genres in front of the class.</p> <p>Encourage constructive feedback and appreciation for each other's creations.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 7

<b>Week Ending:</b> 11-08-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Design	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Drawing, Shading, And Coloring
<b>Content Standard:</b> B8.1.2.1. Design Demonstrate understanding and use of 2-D drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can develop models of simple shapes and forms for appreciation and display.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 27				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Brainstorm learners to mention the benefits of receiving feedback, such as improving their skills and gaining new perspectives  Share performance indicators with learners.			
PHASE 2: <b>NEW LEARNING</b>	Learners to brainstorm and generate design ideas based on simple shapes and forms.  Provide examples and prompts to inspire their creativity, such as geometric patterns, abstract compositions, or designs inspired by nature.  Distribute drawing materials and construction paper or cardstock to each student.  Instruct them to choose a design idea and start creating their artwork on the paper.  Set up display boards or designate a wall where learners can showcase their artwork.  Invite learners to hang their finished drawings, templates, and models on the display area.  Provide feedback forms or sticky notes to each student. Instruct them to write positive and constructive feedback for at least two pieces of artwork they appreciate.			T-square, set square, protractor, paper

	Give learners an opportunity to share the feedback they received and their own reflections on the activity	
PHASE 3: <b>REFLECTION</b>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 11-08-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B8. 2.2.2 Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect a range of different times and cultures		<b>Indicator:</b> B8. 2.2.2.5 Plan and display own and others’ musical works that reflect a range of different times and cultures		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can plan and display own and others’ musical works			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.			
	Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Guide learners in preparing a presentation that introduces their self-designed musical genre.			Pictures and Videos
	Instruct them to create slides, handouts, or other visual aids to highlight the style, historical, and cultural context of their compositions.			
	Encourage learners to incorporate images, audio clips, or video snippets to enhance their presentation.			
	Allocate time for learners to practice their presentations and provide feedback to one another.			
	Set up a performance area or stage where learners can showcase their musical compositions.			
	Organize a class concert where each group presents their self-designed musical genre.			
	Allow learners to deliver their presentations, providing insights into the historical and cultural context of their compositions.			
	Allocate time for applause and feedback after each performance.			
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson.			

	<p>2. Tell the class how you will use the knowledge they acquire during the lesson.</p> <p>3. Which aspects of the lesson did you not understand?</p>	
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<b>Week Ending:</b> 11-08-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Dance and Drama)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B8. 2.3.3. Dance and Drama: Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B8.2.2.3.8 Plan and display own and others' dance and drama pieces that reflect a range of different times and cultures.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can plan and display own and others' dance and drama pieces			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 37				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner's attention to the new lesson's content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Guide learners in describing how they will plan their dance or drama production, taking into consideration the history, cultures, environment, and heritage of the chosen period or culture.  Discuss elements such as storyline, characters, choreography, dialogue, music, costumes, and props.  Allocate rehearsal time for learners to practice their dance piece or drama skit.  Instruct them to rehearse their choreography, dialogue, blocking, and overall performance.  Organize a performance and showcase event where learners can present their dance and drama pieces to an audience.  Instruct learners to perform their planned productions in the chosen venue.			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 8

<b>Week Ending:</b> 18-08-2023		<b>DAY:</b>		<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS				<b>Strand:</b> Design	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Drawing, Shading, And Coloring	
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.			<b>Indicator:</b> B8 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can develop models of simple shapes and forms for appreciation and display.				<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>					
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 27					
Phase/Duration	Learners Activities				Resources
PHASE 1: <b>STARTER</b>	Revise with learners to review their understanding in the previous lesson.  Brainstorm learners to mention the benefits of receiving feedback, such as improving their skills and gaining new perspectives  Share performance indicators with learners.				
PHASE 2: <b>NEW LEARNING</b>	Learners to brainstorm and generate design ideas based on simple shapes and forms.  Provide examples and prompts to inspire their creativity, such as geometric patterns, abstract compositions, or designs inspired by nature.  Distribute drawing materials and construction paper or cardstock to each student.  Instruct them to choose a design idea and start creating their artwork on the paper.  Set up display boards or designate a wall where learners can showcase their artwork.  Invite learners to hang their finished drawings, templates, and models on the display area.  Provide feedback forms or sticky notes to each student. Instruct them to write positive and constructive feedback for at least two pieces of artwork they appreciate.				T-square, set square, protractor, paper

	Give learners an opportunity to share the feedback they received and their own reflections on the activity	
PHASE 3: <b>REFLECTION</b>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	



<b>Week Ending:</b> 18-08-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B8. 2.2.2 Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect a range of different times and cultures		<b>Indicator:</b> B8. 2.2.2.5 Plan and display own and others' musical works that reflect a range of different times and cultures		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can plan and display own and others' musical works			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.			
	Draw learner's attention to the new lesson's content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Guide learners in preparing a presentation that introduces their self-designed musical genre.			Pictures and Videos
	Instruct them to create slides, handouts, or other visual aids to highlight the style, historical, and cultural context of their compositions.			
	Encourage learners to incorporate images, audio clips, or video snippets to enhance their presentation.			
	Allocate time for learners to practice their presentations and provide feedback to one another.			
	Set up a performance area or stage where learners can showcase their musical compositions.			
	Organize a class concert where each group presents their self-designed musical genre.			
	Allow learners to deliver their presentations, providing insights into the historical and cultural context of their compositions.			
PHASE 3: <b>REFLECTION</b>	Allocate time for applause and feedback after each performance.			
	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson.			

	3. Which aspects of the lesson did you not understand?	
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<b>Week Ending:</b> 18-08-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Dance and Drama)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B8. 2.3.3. Dance and Drama: Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B8.2.2.3.9 Organize an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can plan and display own and others' dance and drama pieces			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 37				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Discuss the importance of appreciating and appraising dance and drama artworks. Talk about how these forms of art reflect different times, cultures, and issues.  Draw learner's attention to the new lesson's content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Show learners a selection of dance and drama performances that reflect different times, cultures, and issues.  After viewing each performance, lead a group discussion. Discuss what time period, culture, or issue the performance reflects.  Engage learners to talk about what they liked, what they didn't like, and how they interpreted the performance.  Divide the learners into small groups. Each group will select one of the performances viewed and prepare an appraisal of it.  Have each group present their appraisal to the class. Encourage other learners to ask questions and share their own thoughts about the performance.  Record the strengths and weaknesses of the production and performance for discussion and modification of future performances			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 9

<b>Week Ending:</b> 25-08-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B8. 2.3.1 Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B8. 2.3.1.2. Compare and contrast artworks of visual artists that reflect the history, culture, environment and topical issues.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compare and contrast artworks of visual artists			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 38				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.			
	Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Introduce the artists Ablade Glover, Kofi Antobam, Theodosia Okoh, and Francis Boateng.			Pictures and Videos
	Discuss the role of an artist in society and how their work can reflect history, culture, environment, and contemporary issues.			
	Discuss the themes found in the works of each artist, highlighting how they depict their culture, history, environment, or topical issues.			
	Discuss the techniques each artist uses, pointing out how these techniques contribute to the overall impact of their work.			
	Compare and contrast the themes and techniques used by the artists.			
	Discuss how they are similar and how they differ. Prompt a discussion about how their backgrounds may have influenced their work.			
	Ask learners to create their own piece of artwork inspired by one of the artists discussed. The artwork should reflect			

	<p>their own perspective on a current issue, their environment, or their culture.</p> <p>Encourage learners to think about the themes and techniques they want to incorporate.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 25-08-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B8. 2.3.2. Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different times, cultures and topical issues			<b>Indicator:</b> B8. 2.3.2.4. Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues	
<b>Performance Indicator:</b> Learners can distinguish different ways musical works of Ghanaian art composers			<b>Lesson:</b> 1 of 1	
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3				
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 39				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Briefly discuss the biography of Ephraim Amu, highlighting his background and his role as a composer in Ghana. Discuss his works and the messages they portray.  Introduce J.H.K. Nketia and his background. Discuss his contribution to the music world, his style, and how his work reflected Ghanaian culture, history, and topical issues.  Have learners listen to songs by both. Learners to share their thoughts on the music they heard.  Ask them how they think the works of these composers reflect Ghanaian culture, history, and environment.  Discuss the different themes present in their works.  Divide the class into small groups. Each group will be tasked with creating their own short composition or song that reflects an aspect of Ghanaian culture, history, or a current issue.			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 10

<b>Week Ending:</b> 01-09-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Dance/Drama	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B8. 2.3.3. Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B8.2.3.3.6 Select and analyze creative artworks of dance and drama artistes		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compare and contrast a dance piece and a play, reflecting Ghanaian history, culture, and topical issues.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Play the selected Ghanaian dance piece, followed by the play. Ask learners to pay close attention to the themes, cultural elements, and issues addressed in each.  Divide the learners into groups and hand out guided questions to help them compare and contrast the two pieces:  What themes or issues were addressed in each piece? <ul style="list-style-type: none"><li>• How were cultural elements incorporated?</li><li>• How did the two pieces differ in their approach to storytelling?</li><li>• Which medium (dance or drama) did they find more effective in conveying certain themes or messages?</li></ul> Ask each group to discuss and note down their observations.  Ask each group to share their observations. Summarize the class's findings on the whiteboard.  <u>Assessment</u> Ask learners to write a short essay reflecting on the role of dance and drama in preserving and propagating cultural narratives.			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson.			

	<p>2. Tell the class how you will use the knowledge they acquire during the lesson.</p> <p>3. Which aspects of the lesson did you not understand?</p>	
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<b>Week Ending:</b> 01-09-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Dance/Drama	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B8. 2.3.3. Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B8.2.3.3.6 Select and analyze creative artworks of dance and drama artistes		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can analyze and generate ideas from dance and drama performances from various cultures, using knowledge gained from community experiences.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.			
	Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Discuss the universality of dance and drama as mediums to address societal and environmental issues.			Pictures and Videos
	Introduce the idea of community experiences as a foundation for understanding and interpreting art.			
	Play selected dance and drama pieces from different cultures that address environmental or topical issues.			
	Ask learners to pay close attention to how each piece addresses its chosen issue and how cultural context might influence its portrayal.			
	Using guided questions, ask them to reflect on: <ul style="list-style-type: none"><li>• The main issues addressed in each piece.</li><li>• The cultural elements present and how they influenced the piece's message.</li><li>• How their personal community experiences might influence their interpretation of the performances.</li></ul>			
	Have learners discuss their reflections in small groups.			
	Ask them to consider how dance and drama can be effective tools in raising awareness or advocating for change regarding environmental or societal issues.			
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson.			

	<p>2. Tell the class how you will use the knowledge they acquire during the lesson.</p> <p>3. Which aspects of the lesson did you not understand?</p>	
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# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 11

#### REVISION AND END OF TERM ASSESSMENT

<b>Week Ending:</b> 08-09-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Strands for the term	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term	
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.		<b>Indicator:</b> Recall and summarize all what they have learnt within the term		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Instruct students to choose a visual reference or come up with their own idea for a freehand drawing. Encourage them to use their pencils to draw directly on the paper without using any tools or measurements.  Engage learners to exhibit own freehand and outline drawings and color work to share design ideas based on lines, shapes and forms for appreciation, appraising and feedback.  Guide learners to identify and use the available media and techniques for weaving to create own woven artefacts. Examples: plain weave, twill and satin media: cane, yarns, raffia, reed, etc.  Apply relevant weaving techniques with available media to create own woven artefacts.  Display woven artefacts for appreciation and reflection and use peer- and self-evaluation to review works. Examples of art specific language vocabulary: plain, weave, twill, pattern, form  Learners in groups listen and tell if the form of an art musical work is binary, ternary or through composed or free fantasia.			Pictures and Videos

	Guide learners to discuss the categorization of musical works into ballad, verse-bridge song, verse-chorus song, or verse-chorus-bridge.	
PHASE 3: <b>REFLECTION</b>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 14-09-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Strands for the term	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term	
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.		<b>Indicator:</b> Preparation towards vacation		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can answer all end of term assessment questions in their exercise books.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Ask learners to bring and display all the materials needed for the assessment.  Educate them on the consequences of examination mal practice.			Exercise books, pen, pencils, erasers, Answer sheets.
PHASE 2: <b>NEW LEARNING</b>	Engage learners to arrange themselves properly to sit for the assessment test.  Mark learners answer sheets or exercise books.  Fill in learner’s SBA books and report cards.  Distribute learners answer sheets or exercise books for feedback.			SBA, Assessment Questions and exercise books.