

SECOND TERM WEEKLY LESSON NOTES

CREATIVE ARTS AND DESIGN – B7

WEEK 5

Date: 10 th JUNE, 2022	DAY:	Subject: Creative Arts And Design
Duration:		Strand: Creative Arts
Class: B7	Class Size:	Sub Strand: Media and Techniques
Content Standard: B7. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling		Indicator: B7 2.1.1.3 Experiment by using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling
Performance Indicator: Learners can demonstrate the techniques to test and prepare clay for modelling		Lesson:
Reference: Creative Arts And Design Curriculum P.g. 7		Core Competencies: CC9.4: CP5.2: CI5.1: DL5.3
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Show a video/ pictures on how to prepare and test clay and pulp paper for modelling. Learners answer questions to motivate them on how to prepare and test clay for modelling. For example. How do you prepare clay for modelling?	
PHASE 2: NEW LEARNING	Brainstorm learners and explain how to prepare and test clay and pulp paper for modelling. Guide learners to discuss the methods of preparing clay. Example: the wet and dry method <u>Preparing Pulp Paper</u> <ul style="list-style-type: none"> • Tear the newspaper, scrap paper into very small bits • Beat the paper and water in the blender, or with egg beater, to make pulp. • Pour the pulp into a flat pan. • Slide the screen into the bottom of the pan and move it around until it is evenly covered with pulp, etc. Let learners Identify and use hand building techniques for modelling in clay, play dough, plasticine, papier mâché (pulp paper).	pictures or videos of hand building

Clay Sculpture Techniques

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

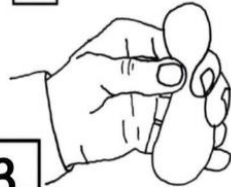
Remember,
gentle
and
slow.



1. I can roll balls of clay.



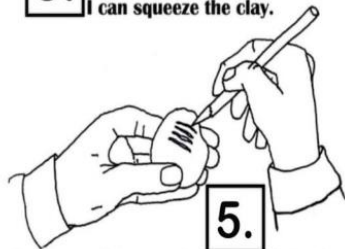
2. I can roll snakes with clay.



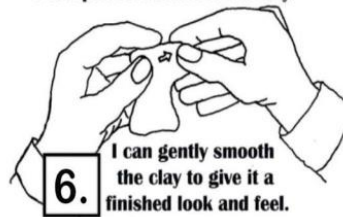
3. I can squeeze the clay.



4. I can pull forms out of the clay.



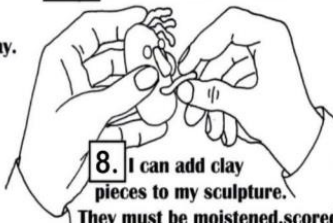
I can carefully scratch designs into the clay.



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



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



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

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






Assessment

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

PHASE 3: REFLECTION

Ask learners to tell what they have learnt.

Let learners display models for appreciation and reflection with

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

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