

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

Week Ending: 30 th SEPT, 2022	DAY:	Subject: Creative Arts And Design
Duration: 50MINS		Strand: Performing Arts
Class: B7	Class Size:	Sub Strand: Media And Techniques
Content Standard: B7. 2.1.3: Dance and Drama Demonstrate understanding and apply media, voice and movement techniques in dance and drama		Indicator: B7.2.1.3.9 Explore and experiment with techniques of dance, body movements and voice projections in the Ghanaian performance space
		Lesson: 1 of 1
Performance Indicator: Learners can conduct songs in simple duple, triple and quadruple time		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2
Key words	Mimic, mimicry, mime, flexibility, facial	
Reference: Creative Arts And Design Curriculum P.g. 11		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Do “Pick and Act” game with learners on dance and drama. Explore gestures and facial expressions in dance and drama	
PHASE 2: NEW LEARNING	Guide learners to identify types of performance space. Help learners identify the 4 basic parts of a performance space. Explore how actors and dancers move in a performance space. Discuss how body profiles and positions affect voice quality in a performance space. Have learners to differentiate between projection and shouting. <u>Assessment</u> What is performance space? Identify the 4 basic parts of a performance space	Picture/ video Poster, letter and/or notices,
PHASE 3: REFLECTION	Close by allowing learners to reflect on body profiles and positions and create own (imaginary) profiles and positions on a performance stage. <u>Homework</u> <ul style="list-style-type: none"> Learners to observe different animal and human movements in the community for discussion in class. Learners learn to imitate three different movements of animals and humans. 	