

TERM THREE
WEEKLY LESSON PLAN – B7
WEEK 4

Week Ending: 7 th OCT, 2022	DAY:	Subject: Creative Arts And Design	
Duration: 60MINS		Strand: Design	
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment	
Content Standard: B7. 1.1.1. Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment.		Indicator: B7 1.1.1.2 Research to identify and record what constitutes the 'elements of design' in nature and as building blocks for composition and creative expression of ideas.	
Performance Indicator: Learners can elements of design for composition and creative expression of ideas.		Lesson: 1 of 1	
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3			
Key words	Dot, line, shape, texture, color, value, form, space, and perspective.		
Reference: Creative Arts And Design Curriculum P.g. 32			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Show a 5-minute video/ pictures on techniques in making elements of design Learners answer questions to motivate them on techniques in making elements of design. Mention some of the elements of design in man-made setting.		
PHASE 2: NEW LEARNING	Learners brainstorm and reflect on techniques in creating elements of design. Examples: form, texture, shape, line, perspective. Learners identify the skills in creating elements of design and techniques by shading. Learners practice the techniques by drawing and making elements of design. <u>Assessment</u> Learners practice the techniques in making elements of design by drawing using different media. Examples using pencils, pens, pastel and charcoal pencils.	Pictures of elements of design	
PHASE 3: REFLECTION	Learners talk about the techniques used with their peers. <u>Homework</u> Learners design and make a poster a given theme using the elements of design		

Week Ending: 7 th OCT, 2022	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Visual Arts
Class: B7	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: B7. 2.2.1. Visual Arts Demonstrate the ability to use concept of the design process (idea development) to produce, display and appraise own creative artworks that reflect in the range of different times and cultures.		Indicator: B7. 2.2.1.3 Organize an appreciation and appraisal of own and others artworks that reflect the history and culture of the people in the community
Performance Indicator: Learners can show appreciation and appraisal of own and others artworks		Lesson: 1 of 1
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
Key words	Appraise, portfolio, design process, appreciate, elements and principles of art, symbolism.	
Reference: Creative Arts And Design Curriculum P.g. 32		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Learners answer questions on how to use concept of the design process (idea development) to produce artworks.</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Engage learners to observe, analyze and discuss the artistic, historical and cultural value of an artwork such as a Ghanaian coin.</p> <p>Example:</p> <ul style="list-style-type: none"> - type of media used - what it is used for? <p>Learners identify the elements, and principles of design and materials used. They find out the</p> <ul style="list-style-type: none"> - aesthetics, - function, - originality, - techniques, - time (period) of the artwork. <p>Learners in groups prepare a criteria to appreciate, appraise and analyze own artwork</p> <p>Example: history, functionality , originality, techniques.</p> <p><u>Assessment</u></p> <p>Learners prepare criteria to appreciate and appraise own and others' visual artworks.</p>	<p>pictures, gathering information from library, internet, artworks of historical significance e.g. coin</p>
PHASE 3: REFLECTION	<p>Learners reflect and share aesthetic experience for future refinement and modification.</p> <p><u>Homework</u></p>	

	Learners to create a mosaic and present it to class for appreciation and appraisal.	
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Week Ending: 7 th OCT, 2022	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts
Class: B7	Class Size:	Sub Strand: Media and Techniques
Content Standard: B7. 2.1.3. Dance 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 apply the techniques in pattern making using available media to create visual artworks		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Mimic, mimicry, mime, flexibility, facial, profile, performance projection.	
Reference: Creative Arts And Design Curriculum P.g. 32		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Do “Pick and Act” game with learners. Learners act short performance in a define space. Have learners identify the space as stage and the class as audience. Share performance indicators and introduce the lesson	Pictures/diagrams of body profiles and positions.
PHASE 2: NEW LEARNING	Explore gestures and facial expressions in dance and drama. Guide learners to identify types of performance space. <ul style="list-style-type: none"> • Arena stage – this has audience seated on all sides of a square or circular stage. • Proscenium theatre – this looks typically like a picture frame. The action takes place in the middle on the stage with the audience looking up. • Thrust stage - it is known by its arrangement which consists of being surrounded by audience on three sides. • Playhouse – is a structure where theatrical works, performing arts and musical concerts are presented. In groups, learners research for other types of performing stages. Call learners to present their work to the class for discussion.	Use emoji on mobile phone or pictures

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