

TERM THREE
WEEKLY LESSON PLAN – B7
WEEK 11

Week Ending: 25 th NOV, 2022		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts	
Class: B7		Class Size:	Sub Strand: Connections in Local and Global Cultures	
Content Standard: B7. 2.2.3. Music Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community, that reflect a range of different times, cultures and topical issues		Indicator: B7. 2.3.2.4 Appreciate and appraise an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc.		Lesson: I of I
Performance Indicator: Learners can appreciate and appraise an indigenous and a neo-traditional group within the community			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words		Enquiry, research, interview, indigenous, neo-traditional, exponent, allegory,		
Reference: Creative Arts And Design Curriculum P.g. 32				
Phase/Duration	Learners Activities			Resources
PHASE I: STARTER	show a video of one of the class performances recorded a fortnight ago (the Dance Drama Composition) or a similar video clip. Recap of previous lesson using RCA technique. Draw learners attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Play the following video clips of indigenous musical forms briefly and discuss the genres involved with the class, namely: <ul style="list-style-type: none">• recitative song forms (nnwomkrô, ebibindwom, etc.),• dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.),• vocal effects (yodeling, ululation, holler, nasalization). Review the definition of the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely; <ul style="list-style-type: none">• Formalism• Referentializm• Absolutism• Expressionism Try and come down to the level of learners Discuss with learners, the basic elements of an indigenous and a neo-traditional group—origin, ethnic group, gender, age, instruments, song themes, dance movements, stylized dances, singing, drumming, costume, venue, etc.			Pictures and Videos

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

Week Ending: 25 th NOV, 2022		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts	
Class: B7		Class Size:	Sub Strand: Connections in Local and Global Cultures	
Content Standard: B7. 2.3.3. Dance and Drama Demonstrate the ability to correlate and generate ideas from creative artworks of dancers and actors in the community that reflect a range of different times.		Indicator: B7. 2.3.3.6 Analyze works of other dance and drama artistes based on the history, culture, environment and topical issues in and around their communities.		Lesson: 1 of 1
Performance Indicator: Learners can analyze works of other dance and drama artistes			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	connections correlation local global analyze,			
Reference: Creative Arts And Design Curriculum P.g. 32				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Introduce lesson by singing a familiar song and dance. Build interest and confidence of learners based on theme of song.			
PHASE 2: NEW LEARNING	Show a video (dance or drama) of other places to learners. Facilitate analysis or discussion of the video based on the history, culture, environment and topical issues in and around the community. Summarise the main ideas for learners' reflection. Write a group report on Aku Sika by Martin Owusu and/or The Palmwine Drinkard by Adinku for class presentation. Assessment Let learners create own skits based on history, environment and social security (SSNIT Pension) issues, sanitation, energy conservation, etc. in the community for class discussion			Pictures and Videos
PHASE 3: REFLECTION	Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk. Summarize core-points for learners' reflection.			