

FIRST TERM
WEEKLY LESSON PLAN – B8
WEEK 3

Week Ending: 27-01-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Visual Arts
Class: B8	Class Size:	Sub Strand: Media And Techniques
Content Standard: B8. 2.1.1.Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/ memory and imagination, print making and weaving		Indicator: B8. 2.1.1.1 Explore media and techniques in drawing from direct observation/ memory and imagination, print making and weaving to express own views in visual artworks to encourage recording and research skills.
Performance Indicator: Learners can draw from direct observation/ memory and imagination		Lesson: 1 of 1
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
Key words	Observation, memory , imagination	
Reference: Creative Arts And Design Curriculum P.g. 28		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	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: NEW LEARNING	Revise with learners on the tools, materials and equipment used for still life drawing. <ul style="list-style-type: none"> Tools – are devices that are used for executing projects. Examples are pencils, pastel, drawing pen, charcoal, etc. Materials – are surfaces, substances or mediums that are used for the production of items. Examples include ink. Board, paint, easel, drawing pins, eraser, etc. Equipment – these are special instruments needed for an undertaking to perform a service. Examples include compass, protractor, etc. <p>Guide learners to apply the tools, materials and equipment safely to create drawing direct observation/memory and imagination in nature (prints and woven items) for appreciation.</p> <p>In groups, task learners to make direct drawing observation or memory and imagination in nature</p> <p>Engage learners to apply knowledge and skills in cleaning-up, storing and maintenance of tools, materials and equipment in a sustainable manner. Example:</p> <ul style="list-style-type: none"> Pencils should be sharpened and kept with their nibs pointing upwards. 	Pictures and charts

	<ul style="list-style-type: none"> • <i>The metals parts of drawing tools should be periodically oiled and wiped with a clean cloth.</i> • <i>Broken parts of tools should be maintained through repair.</i> • <i>Papers should be keep away from all forms of liquors like water, oil etc.</i> 	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 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? 	

Week Ending: 27-01-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Music)
Class: B8	Class Size:	Sub Strand: Media And Techniques
Content Standard: B8. 2.1.2. Demonstrate understanding and apply tempo, dynamics and simple forms in music	Indicator: B8 2.1.2.5 Tell how fast or slow music is heard and compare and contrast activities and events that are associated with fast or slow music	Lesson: 1 of 1
Performance Indicator: Learners can compare and contrast activities and events that are associated with fast or slow music		Core Competencies: PL5.6: CI 5.5. CC 7.5
Key words	Tempo, fast, slow, medium	
Reference: Creative Arts And Design Curriculum P.g. 31		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).	
PHASE 2: NEW LEARNING	Brainstorm learners for the meaning of tempo in music and its effect on listeners. Guide learners to explain Italian terms used in describing the speed of music. Examples: allegro, poco a poco, largo, etc. Differentiate between fast and slow music in relation to moments on specific occasions. <u>Assessment</u> 1. Define the following terms i. Allegro ii. poco a poco iii. Largo 2. How many beats is allegro	Pictures and Videos
PHASE 3: REFLECTION	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?	

Week Ending: 27-01-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Dance/Drama)
Class: B8	Class Size:	Sub Strand: Media And Techniques
Content Standard: B8. 2.1.3. Demonstrate understanding of Ghanaian dance forms	Indicator: B8.2.1.3.9 Experiment and practice by using the techniques and dynamics of rhythm in dance and drama.	Lesson: 1 of 1
Performance Indicator: Learners can practice by using the techniques and dynamics of rhythm in dance and drama.		Core Competencies: PL5.6: CI 5.5. CC 7.5
Key words	Dance, performance, techniques, dynamics	
Reference: Creative Arts And Design Curriculum P.g. 32		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).	
PHASE 2: NEW LEARNING	Revise with learners on the elements in dancing. <ul style="list-style-type: none"> Action Space and Time <p>In groups of three, let them discuss the elements of dancing and present their findings to the class.</p> <p>Develop body and movement awareness by engaging in activities that incorporate the elements.</p> <p>Guide learners to discuss the techniques and dynamics in dancing. <ul style="list-style-type: none"> Techniques - (i.e., beat, tempo, intensity), Dynamics - (i.e. fast, slow, smooth, flow) </p> <p>Play and demonstrate dance movements with different rhythms and dynamics.</p> <p>Apply relevant media and techniques to choreograph a dance or direct a play.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> What is space in dancing? Identify that factors that influences the space of a dancer. What is time in dancing? 	Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. 	dynamics

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