


**FIRST TERM**  
**WEEKLY LESSON PLAN – B8**  
**WEEK 6**

<b>Week Ending:</b> 17-02-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Design
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.	<b>Indicator:</b> B8 1.2.1.2 Demonstrate skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Digital, techniques	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner's attention to the new lesson's content standard and indicator(s).	
<b>PHASE 2: NEW LEARNING</b>	Revise with learners to mention some manual tools used for drawing and coloring. Examples: Pencils, curved templates, setsquares, compass, eraser, etc.  Have learners make sketches of drawings and color them using manual tools.  Brainstorm learners for the meaning of digital tools. <i>They are tools that are computer based devices and applications that are used to draw, shade or color objects just like the manual tools do.</i>  Have learners identify digital tools used for drawing, shading and coloring. Examples: smartphones, tablets, laptops, desktop computers, CorelDraw, illustrator, Scribble, etc.   <p style="text-align: center;"><i>Digital tools for drawing</i></p>	Pictures and Videos

	<p>Have learners explore available digital tools, materials and techniques to determine and document their suitability for drawing, shading and coloring.</p> <p>Let learners exhibit their designs for appreciation, appraising and feedback.</p> <p><u>Assessment</u> Learners make designs and color them using digital tools.</p>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b> 17-02-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B8. 2.1.1.Demonstrate understanding of Visual Arts media and techniques	<b>Indicator:</b> B8. 2.1.1.2 Experiment by using techniques in print making to generate own ideas and make visual artworks	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can draw from direct observation/ memory and imagination		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Observation, memory , imagination	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 28		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner's attention to the new lesson's content standard and indicator(s).	
<b>PHASE 2: NEW LEARNING</b>	Let learners identify and explore some printed materials in the classroom.  Guide learners to identify the various techniques in printmaking to create visual artworks. Examples: low/relief, direct, stencil, block printing, etc.  Relief printing- is a process in printmaking which the printing areas are raised surface and the non-printing areas are below the surface. E.g. stamp, flexography, letterpress, etc.  Direct printing – prints are done by applying printing paste on the matrix and transferring it directly on the substrate. The matrix or templates can be natural and man-made objects such as leaves, snail shell, human foot, sole of footwear, rope, bottle tops, etc.  Learners in their groups research the internet for other types of printing and present their findings to the class. Example: Frottage printing, block printing, etc.  Demonstrate how each of the printings are made. Guide learners to use the relevant media and techniques in printmaking to create own visual artworks.  Have learners display printed artworks for appreciation and reflection and use peer- and self-evaluation to review work. Examples of specific language vocabulary: stencil, block printing, pattern, contrasting color, harmonious color.	Pictures and charts
<b>PHASE 3:</b>	Ask learners to do the following by ways of reflecting on the lesson:	

**REFLECTION**

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?

<b>Week Ending:</b> 17-02-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance and Drama)	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B8.2.2.3.Demonstrate how to apply the concept of design process (Idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures		<b>Indicator:</b> B8.2.2.3.8 Plan and display own and others' dance and drama pieces that reflect a range of different times and cultures	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can plan and display own and others' dance and drama pieces		<b>Core Competencies:</b> PL6.7: CI 5.1. CC 7.5	
<b>Key words</b>	Dance, performance, techniques, dynamics, design, culture		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner's attention to the new lesson's content standard and indicator(s).		
<b>PHASE 2: NEW LEARNING</b>	Revise with learners some traditional dances they have learnt. Example: bamaya, Agbaza, Adowa, kete, etc.  Learners to discuss the significance of these dances and how that reflects the history, cultures, environment and heritage of a people.  Describe how to plan a dance or drama production that reflects the history, cultures, environment and heritage of a people.  Choose and prepare a venue to showcase the performance.  Rehearse and perform the planned dance piece or drama skit	Pictures and Videos	
<b>PHASE 3: REFLECTION</b>	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?		