


**SECOND TERM**  
**WEEKLY LESSON PLAN – B8**  
**WEEK 2**

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| <b>Week Ending:</b> 14-04-2023  | <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> Media And Techniques                        |
| <b>Content Standard:</b><br>B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama                                    | <b>Indicator:</b><br>B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama   | <b>Lesson:</b><br>1 of 1                                       |
| <b>Performance Indicator:</b><br>Learners can Explore and identify the various approaches to improvisation, creating balance and blocking for dance and drama |   | <b>Core Competencies:</b><br>PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 |
| <b>Key words</b>  | Backstage, performance, arrangement, entertainment, masking,  |  |
| <b>Reference:</b> Creative Arts And Design Curriculum P.g. 51   |   |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | Recap of previous lesson using RCA technique.<br><br>Draw learner's attention to the new lesson's content standard and indicator(s).  |  |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Revise with learners the meaning of a performance space.<br/> <i>A performance space is a physical area that is designed and equipped to host performances such as concerts, theater productions, dance performances, and other forms of live entertainment.</i></p> <p>In groups, guide learners to discuss the factors that affect the quality of a performance space.<br/> <i>Factors such as acoustics, lighting, stage size and layout, seating arrangement, and backstage facilities all play a role in creating an optimal environment for performers and audiences alike.</i></p> <p>Identify additional parts of the performance space.</p> <ul style="list-style-type: none"> <li>• <i>Stage: This is the area where the performers stand or perform. The size and shape of the stage can vary depending on the type of performance and the venue.</i></li> <li>• <i>Backstage area: This is the area behind the stage where performers can prepare for their performance, store costumes and props, and wait for their cues.</i></li> <li>• <i>Seating area: This is where the audience sits or stands during the performance. The seating area can vary in size and layout depending on the venue.</i></li> <li>• <i>Lighting: Lighting is an essential part of any performance space. It can be used to set the mood, highlight performers, and create visual effects.</i></li> <li>• <i>Sound system: A sound system is essential for many performances, especially concerts and musicals. It allows the audience to hear the performers clearly and can enhance the overall experience</i></li> </ul> | Pictures and Videos  |

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|                                       | <ul style="list-style-type: none"> <li>• <i>Dressing rooms: These are private rooms where performers can change their costumes and prepare for their performance.</i></li> <li>• <i>Box office: This is where tickets are sold and where audience members can ask questions or get assistance</i></li> </ul> <p>Explore the parts of the body and props essential for acting and dancing.</p> <ul style="list-style-type: none"> <li>• <i>Feet: The feet are one of the most essential parts of the body in dancing, as they are used for movement and balance.</i></li> <li>• <i>Legs: The legs are used to create movement and balance in dancing</i></li> <li>• <i>Hips and pelvis: These areas of the body are used to create fluid and expressive movements in many styles of dance, such as salsa and belly dance.</i></li> <li>• <i>Arms and hands: These body parts are used to create expressive movements and shapes in dancing. They can also be used to balance the body and enhance the movements of the feet and legs.</i></li> <li>• <i>Head and neck: The head and neck can be used to create dynamic movements and lines in dance.</i></li> <li>• <i>Props: Props such as ribbons, fans, hats, and canes can be used to enhance a dance performance and create a specific mood or theme.</i></li> </ul> <p>Explain masking, aside, apron, linear and circular patterns, etc., in dance and drama.</p> <ul style="list-style-type: none"> <li>• <i>Masking: Masking refers to the use of one or more dancers to block or obscure another dancer from the audience's view.</i></li> <li>• <i>Aside: An aside is a movement or sequence that is performed off to the side of the main stage or dance floor.</i></li> <li>• <i>Apron: The apron is the area of the stage that extends beyond the main proscenium arch. It is typically used for entrances and exits, as well as for certain dance movements that require extra space.</i></li> <li>• <i>Linear patterns: Linear patterns refer to dance movements or sequences that are performed in a straight line.</i></li> <li>• <i>Circular patterns: Circular patterns refer to dance movements or sequences that are performed in a circular or curved path.</i></li> </ul> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Explain the different components of a performance space and their importance in creating a successful performance.</li> <li>2. Describe the essential parts of the body and props commonly used in dancing, and explain how they contribute to a dancer's performance.</li> <li>3. How do masking, aside, apron, linear, and circular patterns contribute to dance choreography?</li> </ol> |  |
| <p><b>PHASE 3:<br/>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>  |  |

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| <b>Week Ending:</b> 14-04-2023   | <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><br>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><br>B8 1.2.1.1 Explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms. |
| <b>Performance Indicator:</b><br>Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring                             |  | <b>Lesson:</b><br>1 of 1  |
| <b>Core Competencies:</b><br>PL5.2: PL6.1: CG5.4: PL6.2: DL5.3   |  |   |
| <b>Key words</b>   |  |   |
| <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>  | <p>Welcome learners back from the Christmas holidays. Ask them how they spent their vacation holidays.</p> <p>Share performance indicators and introduce the lesson</p>  |   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Guide learners to identify, select and experiment the use of available manual tools, materials and techniques for freehand and outline drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising, Understanding Eye Level etc.</p> <div style="text-align: center;">  <p><i>Pencil holding and shading</i>      <i>Shading and colouring techniques</i></p> <p><i>Source: Google.com</i></p> </div> | T-square, set square, protractor, paper   |
| <b>PHASE 3: REFLECTION</b>   | <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>  |   |

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| <b>Week Ending:</b> 14-04-2023  | <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><br>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 |   | <b>Indicator:</b><br>B8 2.1.1.3 Apply techniques of drawing direct observation/memory and imagination to make own visual artworks. |
| <b>Performance Indicator:</b><br>Learners can draw from direct observation/ memory and imagination  |   | <b>Lesson:</b><br>1 of 1   |
| <b>Core Competencies:</b><br>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. 29   |   |  |
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| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | Learners in turns narrate how they spent their vacation holidays.<br>Encourage learners to draw scenes from their narration.<br><br>Draw attention to the new lesson's content standard and indicator(s).   |  |
| <b>PHASE 2: NEW LEARNING</b>  | Identify and use the techniques in drawing direct observation/memory and imagination to create own artworks.<br><br>Use various techniques in drawing direct observation/memory and imagination to create own artworks.<br><br>Display artworks for appreciation and reflection and use peer- and self-evaluation to review works.<br>Examples of art specific language vocabulary: tone, line, pattern, form, shape. | Pictures and Vidoes  |
| <b>PHASE 3: REFLECTION</b>  | Ask learners to do the following by ways of reflecting on the lesson:<br>1. Tell the class what you learnt during the lesson.<br>2. Tell the class how you will use the knowledge they acquire during the lesson.<br>3. Which aspects of the lesson did you not understand?   |  |