

SECOND TERM
WEEKLY LESSON PLAN – B8
WEEK 4

Week Ending: 28-04-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Design
Class: B8	Class Size:	Sub Strand: Drawing, Shading, And Coloring
Content Standard: B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		Indicator: 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
		Lesson: 1 of 1
Performance Indicator: Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words		
Reference: Creative Arts And Design Curriculum P.g. 24		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Demonstrate with learners some pencil holding and shading techniques. <u>Pencil holding techniques:</u> <ul style="list-style-type: none"> • <i>Tripod grip: This is the most common way to hold a pencil. Hold the pencil between your thumb and index finger with your middle finger supporting the bottom.</i> • <i>Overhand grip: Hold the pencil like a drumstick, with the pencil resting on the top of your index finger and your thumb and middle finger supporting it.</i> • <i>Underhand grip: Hold the pencil underhand, like a dagger, with your thumb and index finger gripping the pencil and your middle finger supporting it.</i> <u>Shading techniques:</u> <ul style="list-style-type: none"> • <i>Hatching: This technique involves drawing closely spaced parallel lines to create a sense of value and texture. The closer the lines are, the darker the value will appear.</i> • <i>Cross-hatching: This technique involves drawing sets of parallel lines at right angles to each other to create darker values and texture. The more layers of cross-hatching, the darker the value will appear.</i> 	T-square, set square, protractor, paper

	<ul style="list-style-type: none"> • <i>Stippling: This technique involves using dots to create value and texture. The closer the dots are, the darker the value will appear.</i> • <i>Blending: This technique involves using a blending tool, such as a tortillon or blending stump, to smooth out the marks and create a more even value.</i> • <i>Scumbling: This technique involves using small, circular marks to create value and texture.</i> <p>Guide learners to Identify, select and experiment the use of available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms for sharing and appraising.</p>	
<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: 28-04-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Dance and Drama)
Class: B8	Class Size:	Sub Strand: Media And Techniques
Content Standard: B8. 2.2.3. Demonstrate how to apply the concept of design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures		Indicator: B8.2.2.3.7 Design and produce own dance and drama that reflect a range of different times and cultures
Performance Indicator: Learners can design and produce own dance and drama.		Lesson: 1 of 1
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
Key words		
Reference: Creative Arts And Design Curriculum P.g. 51		
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	Learners in groups discuss a dance or drama artist and their artworks. Example: Martin Owusu, Nii Yartey. Engage learners to design and produce own dance piece or play. Example: SSNIT Pension Scheme services, sanitation etc.	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?	