

**SECOND TERM**  
**WEEKLY LESSON PLAN – B8**  
**WEEK 5**

<b>Week Ending:</b> 05-05-2023	<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. 2.2.1 Demonstrate the ability to apply the concept of the design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures		<b>Indicator:</b> B8. 2.2.1.2 Plan and display own and others' artworks that reflect the history, cultures, physical and social environment
<b>Performance Indicator:</b> Learners can plan and display own and others' artworks		<b>Lesson:</b> 1 of 1
<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>	Demonstrate understanding and skill in defining roles and responsibilities in selecting and preserving a collection of artworks for an exhibition. <ul style="list-style-type: none"> <li>• <i>Curator: The curator is responsible for selecting the artworks that will be exhibited. This includes identifying the theme and concept of the exhibition.</i></li> <li>• <i>Registrar: The registrar is responsible for managing the logistical aspects of the exhibition, including organizing transportation, insurance, and storage of the artworks.</i></li> <li>• <i>Conservator: The conservator is responsible for assessing the condition of the artworks and determining the appropriate preservation measures to prevent damage or deterioration.</i></li> <li>• <i>Exhibition Designer: The exhibition designer is responsible for creating the layout and design of the exhibition space to showcase the artworks in an aesthetically pleasing and engaging way.</i></li> <li>• <i>Educator: The educator is responsible for developing educational materials, such as labels, brochures, and audio guides, to provide visitors with context and information about the artworks on display.</i></li> <li>• <i>Security Personnel: The security personnel are responsible for ensuring the safety and security of the artworks during the exhibition.</i></li> </ul> <p><u>Assessment</u> Collaborate with peers to monitor, assess and report on the exhibition. Examples: in learner journals, print and electronic media.</p>	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> 05-05-2023	<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>		
<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>	Revise with learners to review their understanding in the previous lesson.  Share performance indicators with learners.	
<b>PHASE 2: NEW LEARNING</b>	Demonstrate with learners some pencil holding and shading techniques.  <u>Pencil holding techniques:</u> <ul style="list-style-type: none"> <li>• <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></li> <li>• <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></li> <li>• <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></li> </ul> <u>Shading techniques:</u> <ul style="list-style-type: none"> <li>• <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></li> <li>• <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></li> <li>• <i>Stippling: This technique involves using dots to create value and texture. The closer the dots are, the darker the value will appear.</i></li> <li>• <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></li> </ul>	T-square, set square, protractor, paper

	<ul style="list-style-type: none"> <li>• <i>Scumbling: This technique involves using small, circular marks to create value and texture.</i></li> </ul> <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><b>PHASE 3:</b> <b>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> 05-05-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B8. 2.2.2. Demonstrate the ability to use concept of the design process to create and display own creative musical art works that reflect a range of different times and cultures		<b>Indicator:</b> B8. 2.2.2.4 Design and produce own musical genre that reflect the history and cultures, physical and social environment
<b>Performance Indicator:</b> Learners can design and produce own dance and drama.		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 35		
<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>	Research and select own and indigenous musical genre outside your community that express personal experiences and interests, moods, visual images, concepts, texts, or storylines on example the SSNIT Pension Scheme services, etc.  Collaborate to create rehearsal plan for performing the chosen work to identify and allocate time to the various aspects — singing, drumming, dancing, costume, venue, etc.	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?	