

# SECOND TERM

## WEEKLY LESSON PLAN – B8

### WEEK 6

<b>Week Ending:</b> 12-05-2023		<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>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can design and produce own musical genre			<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				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Revise with learners on the musical genre in Ghana. <ul style="list-style-type: none"><li>Highlife: This is a genre of music that originated in Ghana in the early 20th century and is characterized by its fusion of traditional African rhythms and melodies with Western instruments, such as guitars and horns.</li><li>Hiplife: This is a modern fusion of highlife and hip-hop music that emerged in Ghana in the 1990s. Hiplife music is characterized by its use of rap lyrics and electronic beats, and it often deals with social and political issues.</li><li>Gospel music: This is a genre of music that combines Christian lyrics with traditional African rhythms and melodies. Gospel music is popular in Ghana, and many gospel artists have achieved international success.</li><li>Reggae: This genre of music originated in Jamaica but has a strong following in Ghana. Reggae music is characterized by its offbeat rhythms and its lyrics that often deal with social and political issues.</li><li>Traditional music: Ghana has a rich tradition of indigenous music, including drumming and dance music that has been passed down through generations.</li></ul>			Pictures and Videos

	<p>Learners in their groups research and select own and indigenous musical genre outside their community that express personal experiences and interests, moods, visual images, concepts, texts, or storylines.</p> <p>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.</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> 12-05-2023		<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> 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.		<b>Indicator:</b> B8.2.2.3.7 Design and produce own dance and drama that reflect a range of different times and cultures		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can design and produce own dance and drama that reflect a range of different times and cultures.			<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				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.			
	Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Guide learners to identify and discuss a dance or drama artist in Ghana and their artworks. Example: Martin Owusu, NiiYartey.			Pictures and Videos
	Learners in groups relate and appreciate the artworks of the identified artist.			
	Engage learners to design and produce own dance piece or play.			
PHASE 3: <b>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?			