

## SECOND TERM

### WEEKLY LESSON PLAN – B8

#### WEEK 7

<b>Week Ending:</b> 19-05-2023	<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 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate ability to generate design ideas and develop models of simple shapes.		<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. 27			
Phase/Duration	Learners Activities	Resources	
<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>	Learners in groups develop own drawings of templates and create models of simple shapes and forms using cardboard, Styrofoam, clay and/or pulp paper for appreciation and sharing.  1. Square: - Start with a rectangular piece of cardboard. - Measure and mark equal lengths on all four sides of the rectangle. - Use a ruler or straight edge to connect the corresponding marks, creating four equal sides. - Cut along the marked lines. - Fold along the edges to create the square shape.  2. Triangle: - Begin with a rectangular piece of cardboard. - Measure and mark the desired length for the base of the triangle on one of the longer sides of the rectangle. - From each end of the base, measure and mark the same distance to determine the length of the other two sides. - Use a ruler or straight edge to connect the marks, creating a triangle shape. - Cut along the marked lines. - Fold along the edges to create the triangle shape.  3. Cube: - Start with a block of Styrofoam.	T-square, set square, protractor, paper	

	<ul style="list-style-type: none"> <li>- Measure and mark equal lengths on all sides of the block.</li> <li>- Use a sharp knife or Styrofoam cutter to carefully cut along the marked lines.</li> <li>- Smooth out the edges if needed.</li> </ul> <p>4. Cylinder:</p> <ul style="list-style-type: none"> <li>- Start with a cylindrical piece of Styrofoam or a block that is large enough to carve into a cylinder shape.</li> <li>- Using a sharp knife or Styrofoam cutter, carve away the excess material to create a cylindrical shape.</li> <li>- Smooth out the sides and ends of the cylinder as desired.</li> </ul>	
<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> 19-05-2023	<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. 2.2.2.5 Plan and display own and others' musical works that reflect a range of different times and cultures.
<b>Performance Indicator:</b> Learners can plan and display own and others' musical works		<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. 36		
<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>	Give a class concert (to be video recorded) that begins with a presentation on the style, historical and cultural context of the compositions selected and rehearsed in B8. 2.2.2.4.  Guide learners to determine the genre or style of music they want to create.  Let learners choose instruments and practice with them to create melodies, harmonies, and rhythms.  Learners in groups improvise and play around with different melodies and chord progressions on their instrument.  Learners perform songs they are familiar with. Allow learners to record live performances and share them online through platforms like YouTube, Facebooks, 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?	

<b>Week Ending:</b> 19-05-2023	<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> B8.2.2.3.8 Plan and display own and others' dance and drama pieces that reflect a range of different times and cultures.
<b>Performance Indicator:</b> Learners can plan and display own and others' dance and drama pieces		<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> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 37		
<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>	Guide learners to determine the theme or concept they want to explore in their dance and drama piece. It could be a specific story, emotion, social issue, or abstract idea.  Guide learners to develop the storyline or structure of their dance and drama piece.  Brainstorm and experiment with movement ideas, dance styles, gestures, and body movements that can express the emotions or actions related to the chosen theme.  Learners design costumes that reflect the characters and enhance the movements.  Learners in their groups perform dance and drama while you invite an audience to watch the performance of own and others' for appreciation and appraisal.  Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances	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?	