

THIRD TERM

WEEKLY LESSON PLAN – B8

WEEK 2

Week Ending: 07-07-2023	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 1.2.1.1 Explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms.	Lesson: 1 of 1
Performance Indicator: Learners can exhibit own freehand and outline drawings		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	<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>	
PHASE 2: NEW LEARNING	<p>Begin the lesson by showing learners examples of freehand and outline drawings.</p> <p>Explain that freehand drawings are created without the use of any tools or measurements, while outline drawings focus on capturing the basic shapes and lines of an object or scene.</p> <p>Guide learners in identifying and discussing different basic shapes and lines, such as circles, squares, triangles, curved lines, straight lines, etc.</p> <p>Show visual references of simple objects or scenes and ask them to identify the basic shapes and lines within them.</p> <p>Instruct students to choose a visual reference or come up with their own idea for a freehand drawing. Encourage them to use their pencils to draw directly on the paper without using any tools or measurements.</p> <p>Remind students to focus on capturing the essence of the subject rather than striving for perfect accuracy.</p> <p>Show them examples of outline drawings and point out how the focus is on drawing the outer lines and shapes of an object or scene.</p>	T-square, set square, protractor, paper

	<p>Explain that outline drawings can be used as a basis for adding more details or color later on.</p> <p>With reference to their previously created freehand drawing, encourage them to use light pencil strokes to create an outline of the subject, focusing on capturing the basic shapes and lines.</p> <p>Engage learners to exhibit own freehand and outline drawings and color work to share design ideas based on lines, shapes and forms for appreciation, appraising and feedback.</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: 07-07-2023		DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Visual Arts	
Class: B8	Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.1.1 Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation and imagination, print making and weaving		Indicator: B8 2.1.1.4 Experiment with available media and techniques for weaving to create visual artworks.	Lesson: 1 of 1
Performance Indicator: Learners can experiment with available media and techniques for weaving to create visual artworks.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	plain, weave, twill, pattern, form		
Reference: Creative Arts And Design Curriculum P.g. 29			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration. Draw attention to the new lesson's content standard and indicator(s).		
PHASE 2: NEW LEARNING	Guide learners to identify and use the available media and techniques for weaving to create own woven artefacts. Examples: plain weave, twill and satin media: cane, yarns, raffia, reed, etc. Techniques for Weaving: 1. Plain Weave: <ul style="list-style-type: none"> - Description: Plain weave is the simplest and most common weaving technique. It creates a simple over-under pattern, where each weft thread passes alternately over and under each warp thread. - Media: Plain weave can be done using various materials, including cane, yarns, raffia, and reed. 2. Twill Weave: <ul style="list-style-type: none"> - Description: Twill weave is characterized by a diagonal pattern formed by the interlacing of warp and weft threads. It involves passing the weft thread over a certain number of warp threads, then under a certain number, creating a diagonal line. - Media: Twill weave can be done using materials such as cane, yarns, and raffia. It is particularly popular in textile weaving using different fibers. 3. Satin Weave: <ul style="list-style-type: none"> - Description: Satin weave produces a smooth and lustrous fabric with a glossy surface. It is created by floating the weft 	Pictures and Videos	

	<p>threads over multiple warp threads, resulting in long floats on the surface.</p> <ul style="list-style-type: none"> - Media: Satin weave can be done using materials like yarns, including silk, cotton, or synthetic fibers. <p>Apply relevant weaving techniques with available media to create own woven artefacts.</p> <p>Display woven artefacts for appreciation and reflection and use peer- and self-evaluation to review works.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is the most common and simplest weaving technique? 2. Which weaving technique creates a diagonal pattern? 3. Which weaving technique produces a smooth and lustrous fabric with a glossy surface? 4. What is the difference between plain weave and twill weave? 5. Name one material commonly used for plain weave. 6. Which weaving technique involves floating the weft threads over multiple warp threads? 	
<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: 07-07-2023	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. 2.1.3. Demonstrate understanding of Ghanaian dance forms	Indicator: B8.2.1.3.8 Identify various Ghanaian Dance types and their context of performance	Lesson: 1 of 1
Performance Indicator: Learners can tell the differences between fast or slow music		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words		
Reference: Creative Arts And Design Curriculum P.g. 32		

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Recap of previous lesson using RCA technique.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
PHASE 2: NEW LEARNING	<p>Identify the dance types and categories. (religious, war and sociocultural)</p> <p><i>Religious Dance Types:</i></p> <ol style="list-style-type: none"> 1. Adowa 2. Damba 3. Agbadza (in some contexts) 4. Kpanlogo (in some contexts) <p><i>War Dance Types:</i></p> <ol style="list-style-type: none"> 1. Agbadza (in some contexts) 2. Kpanlogo (in some contexts) <p><i>Sociocultural Dance Types:</i></p> <ol style="list-style-type: none"> 1. Adowa 2. Kpanlogo 3. Agbadza 4. Bamaaya 5. Adzogbo <p>Guide learners to compare and contrast the types and categories.</p> <p>I. Religious Dance Types:</p> <ul style="list-style-type: none"> - <i>Adowa: Adowa is primarily a religious dance associated with the Akan people of Ghana. It is performed during funerals and other significant religious events. Adowa is characterized by slow, rhythmic movements and hand gestures. It is accompanied by drumming and songs.</i> - <i>Damba: Damba is a religious dance tradition of the Dagomba people in northern Ghana. It is performed during the annual Damba festival, which celebrates the birth of the Islamic Prophet Muhammad. Damba involves synchronized movements, spinning, hopping, and gestures, accompanied by drumming, singing, and the use of traditional instruments.</i> 	Pictures and Videos

2. War Dance Types:

- *Agbadza: Agbadza is a traditional dance form of the Ewe people in Ghana. While it is primarily a sociocultural dance, it can also have war-related contexts. Agbadza features lively and energetic movements, intricate footwork, and coordinated group formations. It is accompanied by drumming, chanting, and the use of traditional instruments.*
- *Kpanlogo: Kpanlogo originated from the Ga ethnic group in Accra, Ghana. Although it is primarily a sociocultural dance, it can also have war-related associations. Kpanlogo involves energetic and lively movements, often performed during festivals, celebrations, and social gatherings. It is accompanied by drumming, singing, and the use of instruments like the kpanlogo drums and bells.*

3. Sociocultural Dance Types:

- *Adowa: Adowa is not only a religious dance but also a sociocultural dance. It is performed during various social events, including funerals, festivals, and other significant occasions. Adowa features slow, rhythmic movements, hand gestures, drumming, and songs.*
- *Bamaaya: Bamaaya is a dance form associated with the Dagomba people of northern Ghana. It is performed during festivals, ceremonies, and social gatherings. Bamaaya involves dynamic and spirited movements, jumps, spins, and footwork, accompanied by traditional drumming, singing, and percussion instruments.*
- *Adzogbo: Adzogbo is a traditional dance style of the Ewe and Anlo people of southeastern Ghana. It is performed during cultural and social events, including festivals and ceremonies. Adzogbo is highly energetic and rhythmic, characterized by intricate footwork, body movements, acrobatic elements, drumming, singing, and the use of traditional instruments.*

Explore the context of performance.

1. Adowa:

- *Context of Performance: Adowa is performed during various social and cultural events, including funerals, festivals, and other significant occasions within the Akan community. It holds deep religious and cultural significance for the Akan people in Ghana.*
- *Significance: Adowa is considered a dance of honor and respect. It is performed to pay tribute to ancestors, commemorate important life events, and express emotions such as grief, joy, and celebration. The dance is often accompanied by traditional drumming, singing, and the use of instruments.*

2. Damba:

- *Context of Performance: Damba is performed during the annual Damba festival, which is celebrated by the Dagomba people in northern Ghana. The festival usually takes place in honor of the birth of the Islamic Prophet Muhammad.*
- *Significance: Damba is a religious and cultural celebration that brings the community together. The dance is performed to express devotion,*

	<p>celebrate the Islamic faith, and honor the Prophet Muhammad. It is accompanied by drumming, singing, and the use of traditional instruments.</p> <p>3. Agbadza:</p> <ul style="list-style-type: none"> - <i>Context of Performance:</i> Agbadza is primarily a sociocultural dance performed by the Ewe people in Ghana. It is often performed during festivals, weddings, and other celebratory events. - <i>Significance:</i> Agbadza serves as a form of entertainment, community bonding, and cultural expression. The dance showcases the skill and coordination of the performers and creates a lively and energetic atmosphere. Agbadza is accompanied by drumming, chanting, and the use of traditional instruments. <p>4. Kpanlogo:</p> <ul style="list-style-type: none"> - <i>Context of Performance:</i> Kpanlogo originated from the Ga ethnic group in Accra, Ghana. It is performed during festivals, social gatherings, and cultural events. - <i>Significance:</i> Kpanlogo serves as a form of cultural identity and social interaction. The dance brings people together to celebrate, have fun, and express their Ga heritage. Kpanlogo is accompanied by drumming, singing, and the use of instruments like the kpanlogo drums and bells. <p>5. Bamaaya:</p> <ul style="list-style-type: none"> - <i>Context of Performance:</i> Bamaaya is a dance form associated with the Dagomba people in northern Ghana. It is performed during festivals, ceremonies, and social gatherings. - <i>Significance:</i> Bamaaya serves as a way to celebrate cultural heritage, unity, and joy. The dance showcases the agility, strength, and creativity of the performers. Bamaaya is accompanied by traditional drumming, singing, and the use of percussion instruments. <p>6. Adzogbo:</p> <ul style="list-style-type: none"> - <i>Context of Performance:</i> Adzogbo is a traditional dance style performed by the Ewe and Anlo people of southeastern Ghana. It is performed during cultural and social events, including festivals and ceremonies. - <i>Significance:</i> Adzogbo serves as a form of cultural expression, community celebration, and artistic display. The dance highlights the rhythmic and energetic movements of the performers, and it is accompanied by drumming, singing, and the use of traditional instruments. <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are the main occasions during which Adowa is performed? 2. Which Ghanaian dance type is associated with the annual Damba festival? 3. In what context is Agbadza typically performed? 4. Where did Kpanlogo originate, and when is it commonly performed? 5. What are the main events or gatherings during which Bamaaya is performed? 	
<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?	
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