

THIRD TERM
WEEKLY LESSON PLAN – B8
WEEK 4

Week Ending: 21-07-2023		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 1.2.1.2 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 exhibit own skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Portfolios, critique, feedback		
Reference: Creative Arts And Design Curriculum P.g. 24			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin the lesson by explaining the purpose of the activity: to showcase learners' drawings, shading, and coloring skills, and to provide a platform for appreciation, appraising, and feedback.</p> <p>Emphasize the importance of constructive criticism and supportive feedback in the creative process.</p>		
PHASE 2: NEW LEARNING	<p>Ask learners to set up their portfolios on display boards or tables in the classroom.</p> <p>Encourage learners to arrange their drawings and colored works in an organized and visually appealing manner.</p> <p>Allow learners time to explore and appreciate their peers' portfolios, taking note of particular pieces that catch their attention.</p> <p>Divide the class into small groups, ensuring a mix of learners with different artistic styles and preferences.</p> <p>Ask each group to visit different portfolios and discuss the artworks they find appealing or interesting.</p> <p>Encourage learners to provide positive feedback on the artistic techniques used, the choice of subjects, the level of detail, and the overall aesthetic appeal of the artworks.</p> <p>Ask learners to record their appreciation and appraisal comments on art critique sheets or feedback forms.</p>	<p>Learners' portfolios containing their drawings and colored works.</p> <p>Display boards or tables to showcase the portfolios</p> <p>Art critique sheets or feedback forms</p>	

	<p>After the appreciation and appraisal session, gather the learners back together as a whole class.</p> <p>Explain the importance of constructive feedback and how it can help artists improve their skills and creative process.</p> <p>Instruct learners to exchange their art critique sheets or feedback forms with another student's portfolio.</p> <p>Encourage learners to provide constructive feedback by focusing on areas where improvement or experimentation could be considered.</p> <p>Remind learners to use kind and respectful language when providing 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: 21-07-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Visual Arts
Class: B8	Class Size:	Sub Strand: Creative And Aesthetic Expression
Content Standard: B8. 2.2.1 Demonstrate the ability to apply the concept of the design process (idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures		Indicator: B8. 2.2.1.3 Organize an appreciation and appraisal of own and others' artworks that reflect the history, cultures, physical and social environment.
Performance Indicator: Learners can organize an appreciation and appraisal of own and others' artworks.		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. 34		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by discussing the importance of art in expressing beauty, meaning, and cultural identity.</p> <p>Explain that artworks often reflect the values, beliefs, and traditions of the people and can provide insights into their culture.</p>	
PHASE 2: NEW LEARNING	<p>Present examples of artworks from different cultures, ensuring a diverse representation.</p> <p>Guide learners in analyzing the selected artworks by focusing on the elements (line, shape, color, texture) and principles (balance, contrast, rhythm) used.</p> <p>Encourage learners to interpret the meaning and cultural significance behind each artwork, considering symbolism, historical context, and cultural practices.</p> <p>Divide the class into small groups and assign each group an artwork to discuss.</p> <p>Instruct the groups to share their interpretations of the artwork and discuss how the selected elements, principles, and techniques contribute to expressing beauty, meaning, and the culture of the people.</p> <p>Encourage learners to engage in meaningful discussions and consider multiple perspectives.</p> <p>Provide art critique sheets or reflection journals to each student.</p> <p>Ask learners to individually reflect on their own interpretations of the artworks and consider how their understanding can be improved to give the artworks a more accurate cultural identity.</p>	<p>Drawing materials such as pencils, erasers, markers, colored pencils, or paints</p> <p>Art critique sheets or reflection journals</p>

	<p>Encourage learners to identify any biases, assumptions, or misconceptions they may have had and suggest ways to broaden their perspectives.</p> <p>Ask volunteers to share their reflections and suggestions with the whole class.</p> <p>Facilitate a class discussion on the different perspectives and insights shared, highlighting the importance of cultural sensitivity and open-mindedness in interpreting artworks.</p> <p>Encourage learners to consider the power of art in promoting understanding, respect, and appreciation for diverse cultures.</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: 21-07-2023	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: B8.2.1.3.9 Experiment and practice by using the techniques of rhythm and dynamics in dance and drama.	Lesson: 1 of 1
Performance Indicator: Learners can practice by using the techniques of rhythm and dynamics in dance and drama.		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>Ask learners what they understand by the terms "rhythm" and "dynamics."</p> <p>Explain that rhythm refers to the pattern of beats or movement in a dance or play, while dynamics refer to the varying intensity, speed, and energy in a performance.</p> <p>Share the performance indicators with the learners, stating that they will explore how rhythm and dynamics are used in dance and drama to enhance storytelling and expression.</p>	
PHASE 2: NEW LEARNING	<p>Discuss the concept of rhythm in dance and drama. Show examples of different dance styles with varying rhythms, such as hip-life, highlife, or contemporary.</p> <p>Explain the significance of rhythm in drama, including how it affects the pace of dialogue and overall flow of a performance.</p> <p>Discuss dynamics in dance and drama, emphasizing how changes in speed, energy, and intensity can convey emotions and enhance the impact of a performance.</p> <p>Divide the class into smaller groups and assign each group a different music track with a distinct rhythm.</p> <p>Ask the groups to create short dance routines that match the rhythm of the music. Encourage them to use varying dynamics to convey different emotions.</p> <p>After each group performs their dance, discuss with the class how the rhythm and dynamics contributed to the overall expression and impact of the performance.</p>	Pictures and Videos

	<p>Divide the class into pairs or small groups and provide them with short scripted scenes or dialogues.</p> <p>Engage the groups to practice their scenes, paying attention to the rhythm of the dialogue and incorporating dynamics to enhance the delivery of lines and emotions.</p> <p>Have each group perform their scenes for the class. After each performance, discuss how the use of rhythm and dynamics influenced the audience's engagement with the scene.</p> <p><u>Assessment</u> Have learners work individually or in small groups to create a short dance performance or dramatic scene that combines rhythm and dynamics to tell a story or convey a specific message.</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? 	