

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 5

<b>Week Ending:</b> 28-07-2023		<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 exhibit own skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Portfolios, critique, feedback		
<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>	<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>		
<b>PHASE 2: NEW LEARNING</b>	<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><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> 28-07-2023	<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> Creative And Aesthetic Expression
<b>Content Standard:</b> 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		<b>Indicator:</b> B8. 2.2.1.3 Organize an appreciation and appraisal of own and others' artworks that reflect the history, cultures, physical and social environment.
<b>Performance Indicator:</b> Learners can organize an appreciation and appraisal of 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>		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 34		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<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>	
<b>PHASE 2: NEW LEARNING</b>	<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><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> 28-07-2023	<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> Creative And Aesthetic Expression
<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	<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. 34		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Discuss the concept of creative and aesthetic expression in music.</p> <p>Engage the learners by asking questions like:</p> <ul style="list-style-type: none"> <li>• What does it mean to be creative in music?</li> <li>• How can we express our unique ideas through music?</li> <li>• Why is it important to explore different musical genres?</li> </ul> <p>Show a video or play a recording of traditional Ghanaian music to provide context and inspiration</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Divide the learners into small groups. Assign each group a specific aspect of Ghanaian music to research, such as traditional instruments, rhythms, dance styles, or lyrical themes.</p> <p>Provide resources such as books, articles, or online sources for their research. Ask the groups to take notes and gather information to share with the class later.</p> <p>Discuss the research findings from each group, allowing them to share their notes and insights.</p> <p>Explain that they will now work individually to design their own musical genre, incorporating elements they find interesting from Ghanaian music.</p> <p>Encourage creativity and experimentation in combining different musical elements (instruments, rhythms, melodies, lyrics, etc.). Remind learners to consider the aesthetic expression and cultural significance of their genre.</p> <p>Learners in groups start working on producing their musical genre. If instruments are available, allow learners to use them to compose melodies or create rhythms. If not, they can use digital software or online tools for composition.</p>	<p>Pictures and Videos</p> <p>Instruments (If available)</p>

	<p>Emphasize the importance of practice and refinement in their musical pieces.</p> <p>Once the compositions are ready, give learners the opportunity to perform their genres in front of the class.</p> <p>Encourage constructive feedback and appreciation for each other's creations.</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>	