

**THIRD TERM**  
**WEEKLY LESSON PLAN – B8**  
**WEEK 10**

<b>Week Ending:</b> 01-09-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Dance/Drama	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B8. 2.3.3. Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B8.2.3.3.6 Select and analyze creative artworks of dance and drama artistes	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compare and contrast a dance piece and a play, reflecting Ghanaian history, culture, and topical issues.		<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>	Play the selected Ghanaian dance piece, followed by the play. Ask learners to pay close attention to the themes, cultural elements, and issues addressed in each.  Divide the learners into groups and hand out guided questions to help them compare and contrast the two pieces:  What themes or issues were addressed in each piece? <ul style="list-style-type: none"> <li>• How were cultural elements incorporated?</li> <li>• How did the two pieces differ in their approach to storytelling?</li> <li>• Which medium (dance or drama) did they find more effective in conveying certain themes or messages?</li> </ul> Ask each group to discuss and note down their observations.  Ask each group to share their observations. Summarize the class's findings on the whiteboard.  <u>Assessment</u> Ask learners to write a short essay reflecting on the role of dance and drama in preserving and propagating cultural narratives.	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.		

- |  |   |  |
|--|---|--|
|  | <ol style="list-style-type: none"><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> 01-09-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Dance/Drama
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures
<b>Content Standard:</b> B8. 2.3.3. Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B8.2.3.3.6 Select and analyze creative artworks of dance and drama artistes
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can analyze and generate ideas from dance and drama performances from various cultures, using knowledge gained from community experiences.		<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>	Discuss the universality of dance and drama as mediums to address societal and environmental issues.  Introduce the idea of community experiences as a foundation for understanding and interpreting art.  Play selected dance and drama pieces from different cultures that address environmental or topical issues.  Ask learners to pay close attention to how each piece addresses its chosen issue and how cultural context might influence its portrayal.  Using guided questions, ask them to reflect on: <ul style="list-style-type: none"> <li>• The main issues addressed in each piece.</li> <li>• The cultural elements present and how they influenced the piece's message.</li> <li>• How their personal community experiences might influence their interpretation of the performances.</li> </ul> Have learners discuss their reflections in small groups.  Ask them to consider how dance and drama can be effective tools in raising awareness or advocating for change regarding environmental or societal issues.	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.	

- |  |   |  |
|--|---|--|
|  | <ol style="list-style-type: none"><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> |  |
|--|---|--|