

# FIRST TERM

## WEEKLY LESSON PLAN

### WEEK 5

<b>Week Ending:</b> 03-11-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Design	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation And The Design Process	
<b>Content Standard:</b> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society		<b>Indicator:</b> B9 1.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize the importance of the design process in fostering creativity and innovation and apply knowledge of the design process in creative problem solving.		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	Design Process, Creativity, Innovation, Problem Solving		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 44			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Display a variety of everyday items (e.g., a chair, a cup, a pencil). Ask learners: "How do you think these items were created? What steps did the designers take to come up with these final products?"</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Research and record the concept, importance, and application of the design process in creative problem solving.</p> <p>Divide learners into groups and assign each group a specific topic: the concept of the design process, its importance, or its application in problem solving.</p> <p>Using available resources (books, internet, etc.), learners should research and make notes on their topic.</p> <p>Each group will prepare a brief presentation or a poster summarizing their findings.</p> <p>Reflect on and discuss the findings. Groups present their findings to the class.</p> <p>Open the floor for questions and discussion, after each presentation. Encourage learners to reflect on the information</p>	Pictures and Videos	

	<p>presented and how it relates to the objects shown at the start of the lesson.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the design process, and why is it important in creating products?</li> <li>2. How does the design process foster creativity?</li> <li>3. Why is the design process crucial for innovation?</li> <li>4. Give an example of a problem that can be solved using the design process.</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 03-11-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding		<b>Indicator:</b> B9 2.1.1.3 Apply artistic techniques in folding by using available media to make creative artworks.
<b>Performance Indicator:</b> Learners can recognize artists known for using folding techniques in their artworks and apply these folding techniques to create their own creative artworks		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication		
<b>Key words</b>	Creasing, Pleating, Knotting, Origami	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Display various folded artworks, ranging from simple origami pieces to intricate pleated fabric designs.</p> <p>Ask learners: "What similarities do you see in these artworks? How do you think they were created?"</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Identify the techniques in folding such as creasing, pleating, knotting. Demonstrate each technique using paper or fabric, emphasizing the differences between them.</p> <p>Provide learners with materials and guide them in practicing each technique, ensuring they get hands-on experience.</p> <p>Guide learners to research artists who use folding techniques in their artwork.</p> <p>Divide learners into small groups and assign each group a specific artist or art style that uses folding techniques (e.g., origami masters, fabric designers, etc.).</p> <p>Using available resources (books, internet, etc.), learners should research their assigned topic and prepare a brief presentation about the artist and their works.</p> <p>Each group will present their findings to the class, showcasing the artist's work and the folding techniques they utilize.</p>	Pictures and Videos

	<p>Apply learned folding techniques to create individual artworks. Provide learners with various materials (paper, fabric, etc.) and encourage them to use their creativity to make an original artwork using the folding techniques they've learned.</p> <p>Display the artworks around the classroom and allow learners to appreciate each other's creations.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Name the three folding techniques discussed in class.</li> <li>2. Which folding technique involves intricate bends without actually joining two ends?</li> <li>3. Can you name an artist or art style known for utilizing folding techniques?</li> <li>4. How can the pleating technique be used in both paper and fabric art?</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<b>Week Ending:</b> 03-11-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression
<b>Content Standard:</b> B9. 2.2.2. Exhibit competences in the application of the design process to produce and display own creative musical work.	<b>Indicator:</b> B9.2.2.2.4 Design and produce own musical work that reflects a range of different times and cultures that promote and sensitize the public on emerging topical issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize musical works that address emerging topical issues from various African cultures and design their own musical piece that highlights a chosen issue.		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>	Topical Issues, Sensitize, Rehearsal, Indigenous	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 85		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE I: STARTER</b>	<p>Play snippets from various songs that address societal issues from different cultures and times. Ask learners: "What do you think these songs are about? Why are such songs important?"</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>Have learners research and select musical works from the African continent that address topical issues.</p> <p>Divide learners into groups and assign each group a topical issue (e.g., climate change, sanitation, democracy).</p> <p>Using available resources (books, internet, etc.), learners should find and select songs that address their given topic.</p> <p>Each group will present a summary of their findings, playing excerpts from chosen songs and explaining the song's context, message, and cultural background.</p> <p>Design a musical piece on a chosen issue. Using inspiration from the researched songs, groups should design their own musical work.</p> <p>Create a rehearsal plan for performing the designed musical works. Groups will draft a rehearsal plan, identifying and allocating time to different aspects such as singing, drumming, dancing, costume planning, and venue setup.</p>	Music box, pictures and charts

	<p>Encourage learners to think about the logistics of their performance, ensuring that every aspect of their musical piece is practiced and polished.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Why is it important for musicians to address emerging societal issues in their works?</li> <li>2. Name two topical issues addressed in indigenous African music.</li> <li>3. How can music help in sensitizing the public about challenges like climate change or sanitation?</li> <li>4. Why is planning and rehearsing important before performing a musical piece?</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	