

# FIRST TERM

## WEEKLY LESSON PLAN

### WEEK 6

<b>Week Ending:</b> 10-11-2023		<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><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> 10-11-2023		<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>Lesson:</b> 1 of 1
<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>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. 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.</p> <p>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>Research artists who use folding techniques in their artwork. 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.</p> <p>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><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> 10-11-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance and Drama)
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression
<b>Content Standard:</b> B9. 2.2.3 Producing a Dance Drama	<b>Indicator:</b> B9.2.2.3.8 Post-performance analysis of the original dance drama and/ or one act play	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can critically analyze the performances created by themselves, with a focus on their representation of socio-cultural issues and the effectiveness of their message.		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>	Topical Issues, Sensitize, Rehearsal, Indigenous, Choreography	
<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 a short clip of a famous dance drama or one-act play that addresses a socio-cultural issue.</p> <p>Ask students to discuss the main issue being portrayed and how effectively it was communicated.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>Ask learners to share their feelings about their performance. What went well? What challenges did they face? What feedback did they receive from the audience?</p> <p>Discuss the core components of the performance: script, choreography, costumes, props, music, etc. How did each element contribute to highlighting the socio-cultural issue?</p> <p>In their performance groups, learners will discuss and analyze their performance, focusing on the effectiveness of their message, audience engagement, and areas for improvement.</p> <p>Groups swap and watch each other's recorded performances (if available). They then provide constructive feedback, focusing on how well the socio-cultural issue was communicated and the overall impact of the performance.</p> <p>As a class, discuss common themes and differences among the various performances. Highlight standout moments that particularly resonated.</p>	Music box, pictures and charts

	Encourage learners to express their feelings and insights through a brief writing exercise, drawing, or another form of creative expression.	
<b>PHASE 3: REFLECTION</b>	Have a class discussion where learners share their reflections and insights from the assessment questions.  Encourage them to consider how they can take action to address the socio-cultural issue they explored.	