

FIRST TERM

WEEKLY LESSON PLAN

WEEK 7

Week Ending: 17-11-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Visual Arts
Class: B9	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: B9. 2.2.1.Exhibit art works produced from competences and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures		Indicator: B9. 2.2.1.1 Design and produce own visual artworks that reflect a range of different times, cultures and topical issues
		Lesson: 1 of 1
Performance Indicator: Learners can appreciate the elements of design present in artworks from different times and cultures.		Core Competencies: Decision Making Creativity, Innovation Communication
Key words	Composition, Elements of Design, Media, Techniques	
Reference: Creative Arts And Design Curriculum P.g. 47		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display an artwork from a well-known artist from a different time or culture (e.g., a piece by Frida Kahlo or an ancient Egyptian mural).</p> <p>Ask learners to identify and list elements they observe in the artwork.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
PHASE 2: NEW LEARNING	<p>Learners select an artist or artwork from a different time or culture of their choice.</p> <p>Using various resources (books, internet, etc.), they research and document the elements of design used in the artworks such as color, media, techniques, composition, and content.</p> <p>In groups, learners discuss the artist or artwork they selected, sharing their findings with their peers.</p> <p>Each student prepares a short visual presentation showcasing the artwork, highlighting the elements of design they've researched.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> Which artist or artwork did you select and why? 	Pictures and Videos

	<ul style="list-style-type: none"> • Describe two key elements of design you noticed in the artwork. • How does the culture or time period influence the techniques and media used in the artwork? • What was the most surprising thing you learned about your selected artwork or artist? 	
<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: 17-11-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Music)
Class: B9	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: B9. 2.2.2. Exhibit competences in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues	Indicator: B9. 2.2.2.5 Plan and display own and others' musical works within the African continent that promote and sensitize the public on emerging topical issues	Lesson: 1 of 1
Performance Indicator: Learners can create their own musical pieces that address a current topical issue within the African continent.		Core Competencies: Decision Making Creativity, Innovation Communication
Key words	Original Composition, African Context, Musical Expression, Public Awareness	
Reference: Creative Arts And Design Curriculum P.g. 85		
Phase/Duration	Learners Activities	Resources
PHASE I: STARTER	Share a brief story or news article about a current event or issue in Africa. Discuss learners' feelings and thoughts about the issue. Draw learner's attention to the new lesson's content standard and indicator(s).	
	Learners brainstorm topical issues they're passionate about. They then choose an issue they'd like to address through their music. Provide learners with resources and guidance on songwriting. Encourage them to draft lyrics, melodies, or rhythms that convey their message. Learners pair up or form small groups to share their compositions and receive constructive feedback. Learners refine their compositions based on feedback and prepare for a class performance. Host a class "concert" where each student or group performs their piece, promoting awareness about their chosen topical issue. <u>Assessment</u> Which topical issue did you choose for your musical piece and why? How did you use music to convey the message or emotion about your chosen issue? What challenges did you face while creating your musical piece? How did peer feedback influence your final composition?	Music box, pictures and charts

PHASE 3: REFLECTION	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.	
--------------------------------	--	--