

# FIRST TERM

## WEEKLY LESSON PLAN

### WEEK 8

<b>Week Ending:</b> 24-11-2023		<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 1.3.1.3 Demonstrate ability to apply the design process to create artefacts that solve specific problems in the local community	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate the ability to apply the design process to create artefacts that solve specific problems in the local community.		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	Design process, Artefacts, Creativity, Local community		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 45			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin with a thought-provoking question: "Think about a problem in our local community that you wish could be solved. What is the problem, and how do you imagine a solution to it?"</p> <p>Encourage learners to share their ideas.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain the design process as a systematic approach to problem-solving, which involves defining the problem, brainstorming solutions, creating a prototype, and testing it.</p> <p>Discuss the importance of identifying specific problems in the local community that learners wish to address.</p> <p>Encourage learners to share their thoughts and experiences related to community issues.</p> <p>Discuss the role of creativity and innovation in the design process. Emphasize the need for thinking outside the box and coming up with inventive solutions to local problems.</p> <p>Divide the class into groups and assign each group a local community problem to address.</p>	Pictures and Videos	

	<p>Guide learners through the design process: define the problem, brainstorm solutions, create a prototype (if feasible), and discuss how they would test their solution.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Can you identify a specific problem in the local community that you'd like to address? Describe the problem and your proposed solution.</li> <li>2. How does creativity and innovation play a role in the design process for solving community problems?</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> 24-11-2023	<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> Creative and Aesthetic Expression
<b>Content Standard:</b> 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		<b>Indicator:</b> B9. 2.2.1.1 Design and produce own visual artworks that reflect a range of different times, cultures and topical issues
<b>Performance Indicator:</b> Learners can apply the understanding of design elements from researched artworks in creating a personal artwork.		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication		
<b>Key words</b>	Inspiration, Art-specific Language, Personal Artwork, Peer Evaluation	
<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>Show a modern artwork that is clearly inspired by past cultures or time periods (e.g., a contemporary artwork using Renaissance techniques).</p> <p>Discuss how artists can draw inspiration from the past.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Using their research from Lesson Plan 1, learners will plan and start creating their own artwork, incorporating elements of design inspired by their selected artist or artwork.</p> <p>Once they've made progress, learners will pair up or form small groups to review each other's work.</p> <p>Using art-specific language vocabulary such as form, line, texture, color, shape, unity, balance, etc., they provide feedback to their peers.</p> <p>Learners will use the peer feedback and their personal reflections to further refine their artwork. They'll document their design process and choices.</p> <p>Learners display their finished artworks in the classroom, accompanied by a brief description highlighting the inspiration and the design elements they incorporated.</p> <p><u>Assessment</u></p>	Pictures and Videos

	<ol style="list-style-type: none"><li>1. How did your selected artwork or artist inspire your personal artwork?</li><li>2. Which two art-specific vocabulary words best describe your artwork and why?</li><li>3. How did you decide on the composition and media for your artwork?</li></ol>	
<b>PHASE 3: REFLECTION</b>	<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> 24-11-2023	<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> B9.2.2.3.9. Organize an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate and appraise of one's own and others' dance and drama artworks		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>	Appreciation, Appraisal, Dance, Drama	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 56		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE I: STARTER</b>	<p>Begin with a short video clip or performance of a dance or drama artwork that represents a specific time, culture, or topical issue.</p> <p>After the presentation, ask learners to share their initial thoughts and feelings about the performance.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>Define the terms "appreciation" and "appraisal" in the context of dance and drama artworks.</p> <p>Explain the importance of critically evaluating and valuing artistic expressions.</p> <p>Show or present various dance and drama artworks that represent different times, cultures, or topical issues.</p> <p>Encourage learners to observe, analyze, and discuss the elements that make each performance unique.</p> <p>Divide the class into groups and assign each group a specific artwork to analyze.</p> <p>In their groups, learners should discuss and answer questions related to the performance's themes, cultural context, and the emotions it conveys.</p> <p>Have learners organize an art exhibition where they showcase their own dance and drama artworks that reflect various times, cultures, and topical issues.</p>	Music box, pictures and charts

	<p>Encourage learners to provide descriptions and explanations of their pieces.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What does it mean to appreciate and appraise dance and drama artworks?</li> <li>2. Can you identify a dance or drama performance that resonated with you during the lesson? What aspects of the performance stood out?</li> <li>3. During the art exhibition, what was the most interesting or impactful artwork you encountered, and why?</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>	