

FIRST TERM

WEEKLY LESSON PLAN

WEEK 9

Week Ending: 30-11-2023		DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Design	
Class: B9	Class Size:	Sub Strand: Creativity, Innovation And The Design Process.	
Content Standard: 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		Indicator: B9 1.3.1.3 Demonstrate ability to apply the design process to create artefacts that solve specific problems in the local community	Lesson: 1 of 1
Performance Indicator: Learners can demonstrate the ability to apply the design process to create artefacts that solve specific problems in the local community.		Core Competencies: Decision Making Creativity, Innovation Communication	
Key words	Design process, Artefacts, Creativity, Local community		
Reference: Creative Arts And Design Curriculum P.g. 45			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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"> 1. Can you identify a specific problem in the local community that you'd like to address? Describe the problem and your proposed solution. 2. How does creativity and innovation play a role in the design process for solving community problems? 	
<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: 30-11-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Visual Arts
Class: B9	Class Size:	Sub Strand: Connections In Local And Global Cultures
Content Standard: B9. 2.2.1. Demonstrate the skill to correlate and generate ideas from creative artworks of African artists that reflect a range of different times, cultures and topical issues		Indicator: B9. 2.3.1.1. Identify, discuss, and analyze creative artworks of African visual artists that reflect their background, influence and way of solving continental issues
Performance Indicator: Learners can identify, discuss, and analyze creative artworks of African visual artists		Lesson: 1 of 1
Core Competencies: Decision Making Creativity, Innovation Communication		
Key words	African visual artists, Background, Influences, Continental issues	
Reference: Creative Arts And Design Curriculum P.g. 47		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin with a slideshow or display of artworks from prominent African visual artists.</p> <p>Ask learners to share their initial reactions and thoughts about the artworks. Encourage them to notice patterns, themes, and styles.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
PHASE 2: NEW LEARNING	<p>Showcase artworks from various African visual artists, representing different disciplines (painting, sculpture, photography, etc.).</p> <p>Facilitate a guided discussion on the elements, styles, and themes present in the artworks.</p> <p>Assign learners to scout for information on prominent African visual artists. <i>Example: Tribe, Education, Philosophy and Competition/ Exhibition, Achievements etc. (Ablade Glover, Dorothy Amenuke, Saka Aquaye, etc</i></p> <p>Have them gather details about the artists' background, influences, and the themes addressed in their artworks.</p> <p>In small groups, have learners classify the gathered information based on disciplines (painting, sculpture, etc.).</p> <p>Facilitate group discussions on commonalities and differences among the artists.</p>	Slideshow or display of artworks

	<p>Discuss how African visual artists use their work to address continental issues such as identity, social justice, environmental concerns, etc.</p> <p>Encourage critical analysis of specific artworks in relation to the identified issues.</p> <p>Allow learners to choose one African visual artist from the list and explore their artworks in more detail.</p> <p>Have each student present their chosen artist and artwork to the class, explaining the artist's background and influences.</p>	
<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: 30-11-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS	Strand: Performing Arts (Music)	
Class: B9	Class Size:	Sub Strand: Connections In Local And Global Cultures
Content Standard: B9. 2.3.2: Demonstrate the skill to correlate African music that reflect the history, culture and topical issues	Indicator: B9. 2.3.2.3. Distinguish different ways musical works of African art composers reflect the history, culture, environment and topical issues	Lesson: 1 of 1
Performance Indicator: Learners can appreciate and appraise of one's own and others' dance and drama artworks		Core Competencies: Decision Making Creativity, Innovation Communication
Key words	Musical Reflections, African Art Composers, Topical Issues, Transcription	
Reference: Creative Arts And Design Curriculum Pg. 56		
Phase/Duration	Learners Activities	Resources
PHASE I: STARTER	<p>Begin with a brief listening session featuring excerpts from musical works by Akin Euba and J. H. K. Nketia.</p> <p>Ask learners to share their initial impressions and any observations about the music.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>Provide background information on Akin Euba and J. H. K. Nketia, emphasizing their contributions to African music and their distinct styles.</p> <p>Play selected musical pieces by both composers, ensuring a diverse range that reflects their individual styles and themes.</p> <p>Encourage learners to jot down their initial thoughts and feelings about each composition.</p> <p>Facilitate a class discussion on the observations made during the listening session.</p> <p>Explore how elements of history, culture, and environment are reflected in the musical works of Akin Euba and J. H. K. Nketia.</p> <p>Guide learners in a comparative analysis of the two composers. Discuss similarities and differences in their approaches to musical expression and the themes they address.</p>	<p>Music box, pictures and charts, Musical excerpts by Akin Euba and J. H. K. Nketia</p>

	<p>Introduce a popular song by an African composer that addresses an emerging topical issue (e.g., social justice, environmental concerns).</p> <p>In small groups, learners transcribe a segment of the chosen song, paying attention to musical elements such as rhythm, melody, and harmony.</p> <p>Each group presents their transcriptions, highlighting the musical elements that contribute to the expression of the song's message.</p> <p>Encourage discussion on how musical compositions can effectively convey social or topical issues.</p>	
<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? 	