

SECOND TERM

WEEKLY LESSON PLAN – B9

WEEK 3

Week Ending: 26-01-2024	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Music)
Class: B9	Class Size:	Sub Strand: Media And Techniques
Content Standard: B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music		Indicator: B9 2.1.2.6 Create/improvise a melody using (I, VI, IV, V) as the ostinato bass line
		Lesson: 1 of 1
Performance Indicator: Learners can create/improvise a melody using (I, VI, IV, V) as the ostinato bass line		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Ostinato, Chord progression, Scale	
Reference: Creative Arts And Design Curriculum P.g. 48		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin by playing a recording of a familiar song with a recognizable bass line, such as "Seven Nation Army" by The White Stripes.</p> <p>Ask learners to identify the repetitive bass pattern and discuss how it contributes to the overall feel of the song.</p> <p>Briefly explain the concept of an ostinato, emphasizing its role as a foundation for improvisation</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
PHASE 2: NEW LEARNING	<p>Play the ostinato [d: l: f: s] on an instrument or keyboard and have learners sing it back individually and in groups.</p> <p>Discuss the intervals between the notes (D-A, A-F, etc.) and reinforce the concept of scales.</p> <p>Divide learners into pairs or small groups. Instruct each learner in each group to play the ostinato continuously while the other improvises a melody on top, using the [I, VI, IV, V] chord progression as a guide.</p> <p>Encourage them to explore different rhythms, intervals, and dynamics.</p> <p>Challenge learners to create variations on their improvised melodies.</p>	Music box, pictures and charts

	<p>Have learners share their improvised melodies with the class, either singing or playing an instrument.</p> <p>Encourage them to be creative and expressive in their performance.</p> <p><u>Assessment:</u></p> <ol style="list-style-type: none"> 1. Can you identify the ostinato and sing it back accurately? 2. How did you use the [I, VI, IV, V] chord progression to guide your improvisation? 3. Describe one way you varied your melody from the previous version. 4. What are some challenges you faced while improvising and how did you overcome them? 	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

Week Ending: 26-01-2024	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Dance and Drama)
Class: B9	Class Size:	Sub Strand: Media And Techniques
Content Standard: B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama	Indicator: B9.2.1.3.9 Experiment and practice by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama	Lesson: 1 of 1
Performance Indicator: Learners can explore and execute different postures and movements on the stage.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Posture, levels, stage, directions, blocking	
Reference: Creative Arts And Design Curriculum P.g. 51		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a brief discussion on the importance of body language and movement in theatre.</p> <p>Ask learners to share examples of how body language can convey emotions or actions without words.</p> <p>Introduce the concept of using the entire body to express characters and actions on stage. Show a few images or short video clips from the teacher's pack to spark interest and curiosity.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
PHASE 2: NEW LEARNING	<p>Create a group artwork in place or in motion with stage balance/harmony in mind and use appropriate language to give supportive and informative peer- and self-evaluation.</p> <p>Conduct a brief physical warm-up to prepare learners for movement activities. Include stretching, simple exercises, and breathing exercises to promote flexibility and focus.</p> <p>In pairs or small groups, have learners improvise various postures and movements.</p> <p>Encourage them to explore different levels (high, medium, low) and express emotions or actions through their bodies. Circulate and provide feedback as they experiment.</p> <p>Teach learners simple stage movements using the stage directions. Have them practice moving to different areas of the stage (DR, UL, DC, DL, CC).</p>	<p>Music box, pictures and charts, Open space for movement</p>

	<p>Emphasize the importance of clarity and purpose in their movements.</p> <p>Give learners a scenario or emotion (e.g., walking confidently, crouching in fear, swimming gracefully) and have them improvise a short scene incorporating the given movement.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. "How did your understanding of posture and movement change during today's activities?" 2. "What challenges did you face when practicing stage movements, and how did you overcome them?" 3. "Can you identify a specific moment during the improvisation where your body language effectively conveyed the given scenario or emotion?" 4. "How do you think the use of levels and stage directions enhances the overall impact of a theatrical performance?" 	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

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Content Standard: B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama	Indicator: B9.2.1.3.9 Experiment and practice by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama	Lesson: 1 of 1
Performance Indicator: Learners can identify and practice various positions on stage, including profiles and positions.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Profile, full back, Positions, stage, balance, harmony	
Reference: Creative Arts And Design Curriculum P.g. 51		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a short discussion on the concept of stage positions.</p> <p>Ask learners if they are familiar with terms like "profile," "full back," and "front." Show images or short video clips from the teacher's pack to illustrate these positions on stage.</p> <p>Discuss why understanding stage positions is important for performers and how it contributes to a visually balanced performance.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
PHASE 2: NEW LEARNING	<p>In pairs or small groups, have learners practice different stage positions—profiles, full back, and variations of dance positions.</p> <p>Encourage them to experiment with body angles and explore how these positions can convey different emotions or themes.</p> <p>Assign each group the task of creating a visual artwork using the large sheets of paper.</p> <p>Emphasize the importance of achieving stage balance and harmony in their composition. They can represent characters, scenes, or abstract concepts through their artwork.</p> <p>Encourage groups to discuss and plan how to distribute elements within their artwork to achieve visual balance.</p> <p>Each student should contribute ideas and consider the overall composition.</p>	Music box, pictures and charts, Open space for movement

	<p>Allow each group to present their artwork to the class. After each presentation, facilitate a brief discussion on how the group achieved balance and harmony in their composition.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • "How did your group apply stage positions to create visual balance in your artwork?" • "What challenges did you encounter in achieving stage harmony, and how did your group address them?" • "Reflect on your own contribution to the group. How did you communicate and collaborate with your peers?" • "In what ways do stage positions and balance contribute to the overall aesthetics and impact of a theatrical performance?" 	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	