

SECOND TERM

WEEKLY LESSON PLAN – B9

WEEK 6

Week Ending:	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: B9.2.2.2.4 Design and produce own musical work that reflects a range of different times and cultures that promote and sensitize the public on emerging topical issues	Lesson: 1 of 1
Performance Indicator: Learners can research and select musical works from African musicians that address emerging topical issues		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Social Commentary, Advocacy, Rehearsal, Multidisciplinary		
Reference: Creative Arts And Design Curriculum Pg. 51			
Phase/Duration	Learners Activities	Resources	
PHASE I: STARTER	<p>Begin the lesson with an engaging starter. Play a short clip of a music video or live performance by an African artist addressing a social issue (e.g., climate change, sanitation, democracy).</p> <p>Ask learners to observe and share their initial reactions and thoughts.</p> <p>Discuss as a class the potential impact of music in raising awareness about social issues.</p> <p>Draw learner’s attention to the new lesson’s content standard and indicator(s).</p>		
	<p>In pairs or small groups, assign each group a specific social issue (e.g., climate change, sanitation).</p> <p>Have them research and select musical works from African musicians that address their assigned issue.</p> <p>Discuss the historical and cultural context of the chosen works.</p> <p>Each group presents their findings to the class, sharing insights on how the music addresses the social issue and the impact it may have on public awareness.</p> <p>As a class, brainstorm the various elements involved in preparing a performance, such as singing, drumming, dancing, costume, venue,</p>	<p>Poster boards or large paper Art supplies for creating visual aids</p>	

	<p>and visual aids.</p> <p>Discuss the importance of each element in conveying the intended message.</p> <p>In their small groups, learners create a detailed rehearsal plan for performing their chosen musical works.</p> <p>They allocate time for each aspect and consider how to make the performance engaging and impactful.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. "How did researching and selecting musical works on social issues contribute to your understanding of the power of music in advocacy?" 2. "Reflect on the rehearsal planning process. What aspects did your group find most challenging, and how did you address them?" 3. "In what ways does the multidisciplinary approach (singing, drumming, dancing, visual elements) enhance the effectiveness of a performance addressing a social issue?" 4. "How might the chosen musical works impact the audience and raise awareness about the social issues discussed?" 	
<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:	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Dance/Drama)
Class: B9	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: B9. 2.2.3. Producing a dance drama	Indicator: B9.2.2.3.7 Perform an original dance drama and/or one act play on socio-cultural issues	Lesson: 1 of 1
Performance Indicator: Learners can research and select musical works from African musicians that address emerging topical issues		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Script creation, Rehearsals, Peer feedback, Performance assessment	
Reference: Creative Arts And Design Curriculum Pg. 51		
Phase/Duration	Learners Activities	Resources
PHASE I: STARTER	<p>Begin the lesson with a discussion about the importance of artistic expression in addressing societal issues.</p> <p>Ask students to share their thoughts on how dance dramas or plays can convey messages about socio-cultural issues. Introduce the concept of creating an original performance to communicate a message.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>Define key terms: dance drama, one-act play, socio-cultural issues. Discuss examples of famous dance dramas or plays that have addressed socio-cultural issues in the past.</p> <p>Outline the objective of the lesson: to create and perform an original piece that explores and addresses a relevant socio-cultural issue.</p> <p>Facilitate a brainstorming session where students identify socio-cultural issues they are passionate about.</p> <p>In small groups, students create a script for their dance drama or one-act play. Emphasize the importance of conveying a clear message and addressing the chosen issue.</p> <p>Allocate time for groups to rehearse their performances.</p> <p>Provide guidance on stage presence, body language, and use of space for effective storytelling.</p> <p>Encourage creativity in incorporating dance, dialogue, and music.</p>	<p>Props and costumes (optional)</p> <p>Music and sound system (for dance drama)</p>

	<p>Conduct peer reviews where each group watches and provides constructive feedback on another group's performance.</p> <p>Allow time for groups to refine their scripts and performances based on the feedback received.</p>	
<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>	