

## SECOND TERM

### WEEKLY LESSON PLAN – B9

#### WEEK 7

<b>Week Ending:</b>	<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 & 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 reflect on feedback, apply relevant manual and digital tools, materials, and techniques to design and create model artifacts		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Feedback, Manual tools, Digital tools, Techniques		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 44			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	<p>Begin the lesson by discussing the importance of design and creativity in solving societal problems.</p> <p>Show examples of model artifacts that have been created to address real-world issues.</p> <p>Engage learners in a brief discussion about how design can contribute to solving problems in society.</p> <p>Share performance indicators and introduce the lesson</p>		
PHASE 2: <b>NEW LEARNING</b>	<p>Define key terms: model artifacts, design thinking, societal problem-solving.</p> <p>Discuss the role of design in addressing societal challenges and the impact of visual representation in conveying solutions.</p> <p>Outline the objective of the lesson: to create model artifacts expressing unique concepts for solving specific problems in society.</p>	<p>Sketchbooks or notebooks</p> <p>Art supplies (paper, markers, colors, etc.)</p> <p>Digital tools (computers,</p>	

	<p>Review previous design concepts or ideas that learners have worked on.</p> <p>Provide feedback on these concepts, emphasizing strengths and areas for improvement. Encourage learners to reflect on the feedback received.</p> <p>Introduce a variety of manual and digital tools that can be used for designing (pencils, markers, graphic design software, etc.).</p> <p>Discuss different techniques for creating model artifacts, such as 3D modeling, sketching, or digital rendering.</p> <p>Allocate time for learners to apply feedback and use the introduced tools to design and create their model artifacts.</p> <p>Facilitate peer collaboration where learners can share their progress, offer feedback, and receive suggestions from classmates.</p> <p>Encourage constructive critique to enhance the quality of the designs.</p>	<p>graphic design software)</p> <p>Materials for model artifacts (clay, cardboard, recycled materials, etc.)</p>
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> 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		<b>Indicator:</b> B9. 2.2.2.5 Plan and display own and others' musical works within the African continent that promote and sensitise the public on emerging topical issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can plan and display their own and others' musical works within the African continent that promote and sensitize the public on emerging topical issues.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Social Commentary, Advocacy, Rehearsal, Multidisciplinary		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 54			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE I: STARTER</b>	<p>Begin the lesson with a brief discussion on the power of music to convey messages and influence societal change.</p> <p>Play a song with a strong social or political message and ask learners to share their thoughts on how music can impact public opinion.</p> <p>Introduce the concept of planning and displaying musical works for societal impact.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
	<p>Define key terms: musical works, societal impact, topical issues. Discuss examples of African musicians who have used their platform to address societal issues.</p> <p>Outline the objective of the lesson: to plan and display musical works that promote and sensitize the public on emerging topical issues in Africa.</p>		List of African musicians and their works

	<p>Assign learners to research and compile a list of African musicians who have created works addressing societal issues. Discuss the selected musicians and their impact as a class.</p> <p>Facilitate a brainstorming session where learners identify emerging topical issues in Africa that they are passionate about.</p> <p>Encourage learners to consider diverse perspectives and issues affecting different regions.</p> <p>In small groups, learners plan and conceptualize musical works that address the identified topical issues.</p> <p>Emphasize the importance of creativity and relevance in conveying messages effectively.</p> <p>Each group presents their planned musical work to the class, explaining the concept and the societal issue it addresses.</p> <p>Conduct a peer review where learners provide constructive feedback on the effectiveness of the planned musical works.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></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>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance/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> B9.2.2.3.8 Post-performance analysis of the original dance drama and/ or one act play	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can conduct a post-performance analysis of the original dance drama and/or one-act play		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Script creation, Rehearsals, Peer feedback, Performance assessment		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 51			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE I: STARTER</b>	<p>Begin the lesson with a brief discussion on the importance of analyzing performances.</p> <p>Ask learners to share their initial thoughts and feelings after their own performance.</p> <p>Introduce the concept of post-performance analysis and its role in improving future presentations.</p> <p>Draw learner’s attention to the new lesson’s content standard and indicator(s).</p>		
	<p>Define key terms: post-performance analysis, reflection, constructive feedback.</p> <p>Discuss the purpose of analyzing a performance and how it contributes to artistic growth.</p> <p>Outline the objective of the lesson: to conduct a thorough analysis of the original dance drama and/or one-act play performances.</p> <p>Play the recorded performances of the original dance drama and/or one-act play.</p> <p>Encourage learners to pay attention to both individual and group aspects of the performance.</p>	Video recording of the performances	

	<p>Allocate time for individual reflection. Learners write down their personal thoughts on the strengths and weaknesses of the performances.</p> <p>Prompt them to consider their own contributions and areas where they felt the group excelled or faced challenges.</p> <p>Facilitate a group discussion where learners share their reflections with their peers.</p> <p>Encourage an open and constructive dialogue about the overall impact of the performance.</p> <p>In small groups, learners collaborate to identify specific strengths and weaknesses of the performance.</p> <p>Discuss aspects such as coordination, expression, use of space, and adherence to the theme.</p> <p>Provide guidelines for offering constructive feedback. Learners take turns sharing feedback with each other, focusing on positive aspects and areas for improvement.</p> <p>Emphasize the importance of specific and actionable feedback.</p>	
<p><b>PHASE 3: REFLECTION</b></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>	