

SECOND TERM

WEEKLY LESSON PLAN – B9

WEEK 8

Week Ending:	DAY:	Subject: Creative Arts And Design	
Duration: 60MINS		Strand: Design	
Class: B9	Class Size:	Sub Strand: Creativity, Innovation & 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 reflect on feedback, apply relevant manual and digital tools, materials, and techniques to design and create model artifacts		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Feedback, Manual tools, Digital tools, Techniques		
Reference: Creative Arts And Design Curriculum Pg. 44			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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: NEW LEARNING	<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>PHASE 3: REFLECTION</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>	

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. 2.2.2.5 Plan and display own and others' musical works within the African continent that promote and sensitise the public on emerging topical issues	
		Lesson: 1 of 1	
Performance Indicator: 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.		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. 54			
Phase/Duration	Learners Activities	Resources	
PHASE I: STARTER	<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>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: B9.2.2.3.9 Organise an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues	Lesson: 1 of 1
Performance Indicator: Learners can organize an appreciation and appraisal of their own and others' dance and drama artworks		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. 56		
Phase/Duration	Learners Activities	Resources
PHASE I: STARTER	<p>Begin the lesson with a thought-provoking question: "How does dance and drama serve as a reflection of different times, cultures, and topical issues?"</p> <p>Engage learners in a brief discussion, encouraging them to share their initial thoughts and perceptions about the power of dance and drama to convey diverse perspectives.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>Define key terms: appreciation, appraisal, diversity, cultural representation.</p> <p>Discuss the importance of appreciating and appraising artworks from various times, cultures, and topical contexts.</p> <p>Outline the objective of the lesson: to organize an appreciation and appraisal session for dance and drama artworks.</p> <p>Curate a selection of dance and drama artworks that represent different times, cultures, and topical issues.</p>	<p>Various dance and drama artworks (videos, performances, scripts)</p>

	<p>Include diverse forms such as traditional dances, modern performances, and plays with various themes.</p> <p>Allow time for individual reflection as learners watch or read the selected artworks.</p> <p>Prompt them to jot down their initial impressions, emotional responses, and any cultural or topical elements they notice.</p> <p>Ask each student to choose a dance or drama performance that addresses a specific topical issue.</p> <p>Have learners individually appraise the effectiveness of the performance in conveying the chosen issue.</p> <p>Each small group presents their findings on the cultural appreciation of the assigned performance.</p> <p>Followed by individual presentations on the appraisal of performances addressing topical issues.</p> <p>Facilitate an open class discussion where learners share insights and observations from various performances.</p> <p>Encourage learners to draw connections between different cultural elements and topical issues.</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>	