

SECOND TERM

WEEKLY LESSON PLAN – B9

WEEK 10

Week Ending:	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. 2.3.1. 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: B9.2.3.1.2 Examine and reflect on how African visual artists use their influence and personal responses to connect with other creative arts and subjects in Africa	Lesson: 1 of 1
Performance Indicator: Learners can appreciate and appraise how prominent African visual artists used their own history, culture, and environmental experiences to influence the nature of their artworks		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Achievements, Cultural identity, Societal issues, Comparative analysis		
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>Begin the lesson with a brief writing exercise: "Think about a personal experience or aspect of your own culture that you believe could inspire an artwork.</p> <p>Write a few sentences about how this experience might influence your creation." Discuss some of the responses to encourage learners to connect personal experiences with artistic expression.</p>		<p>Images or examples of artworks by prominent African visual artists</p>

	<p>Define key terms: appreciation, appraisal, influence, history, culture, environment.</p> <p>Discuss the importance of personal experiences and cultural background in shaping artistic expression.</p> <p>Outline the objective of the lesson: to appreciate and appraise how African visual artists use their own history, culture, and environmental experiences in their artworks.</p> <p>Display images or examples of artworks by prominent African visual artists.</p> <p>Briefly introduce each artist, highlighting their background and the connection between their artworks and personal experiences.</p> <p>Divide the class into small groups and assign each group a specific African visual artist.</p> <p>Instruct learners to analyze how the artist's personal history, culture, and environmental experiences are reflected in their artworks.</p> <p>Each group presents their findings, showcasing specific artworks and explaining the influences behind them.</p> <p>Encourage discussions on the use of symbolism, themes, and artistic techniques related to personal experiences.</p> <p>Facilitate a class discussion comparing how different artists draw inspiration from their own history, culture, and environment.</p> <p>Explore commonalities and differences in their approaches</p>	Biographical information about the artists
<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: 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: B9.2.3.2.4 Appreciate and appraise at least three (3) African indigenous dance genres and three (3) popular musical genres from an African nation based on their style, instruments, song themes, forms, dance movements, etc.		Lesson: 1 of 1
Performance Indicator: Learners can appreciate and appraise African indigenous dance genres and musical genres.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Style, Instruments, Song themes, Forms		
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 importance of music and dance in expressing cultural identity.</p> <p>Play a short clip of a vibrant African dance and ask learners to share their initial impressions.</p> <p>Encourage them to think about how music and dance are interconnected.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
	<p>Define key terms: indigenous dance, musical genres, style, instruments, song themes, forms, dance movements.</p> <p>Provide a brief overview of the diversity of African music and dance, emphasizing their cultural significance.</p> <p>Outline the objective of the lesson: to appreciate and appraise specific African indigenous dance and musical genres.</p>	<p>Audio or video recordings of African indigenous dance and musical genres</p> <p>Information on the history,</p>	

	<p>Play audio or video recordings of three African indigenous dance genres and three popular musical genres.</p> <p>Provide background information on each genre, discussing its history, cultural context, instruments, and key characteristics.</p> <p>Divide the class into small groups and assign each group one indigenous dance genre and one musical genre.</p> <p>Instruct learners to analyze the style, instruments, song themes, forms, and dance movements associated with their assigned genres.</p> <p>Each group presents their findings, playing excerpts or demonstrating dance movements to showcase the identified elements.</p> <p>Encourage discussions on the cultural significance and diversity of the selected genres.</p> <p>Facilitate a class discussion comparing the similarities and differences between the different genres.</p> <p>Explore how each genre reflects the unique cultural identity of the African nation.</p>	<p>instruments, and cultural context of the selected genres</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: Connections In Local And Global Cultures	
Content Standard: B9. 2.3.3. Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues		Indicator: B9.2.3.3.6 Create and perform a one act play or dance based on your selected African creative work (dance/drama)	
		Lesson: 1 of 1	
Performance Indicator: Learners can create and perform a one-act play or dance inspired by a selected African creative work.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Style, Instruments, Song themes, Forms		
Reference: Creative Arts And Design Curriculum Pg. 54			
Phase/Duration	Learners Activities	Resources	
PHASE I: STARTER	<p>Begin the lesson with a discussion on the importance of storytelling and performance in preserving cultural heritage.</p> <p>Show a short video clip or present excerpts from an African play or dance.</p> <p>Ask learners to share their initial thoughts and feelings about the performance.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
	<p>Define key terms: cultural elements, artistic expression, one-act play, dance.</p> <p>Discuss the significance of creating and performing works inspired by African creative expressions.</p> <p>Outline the objective of the lesson: to create and perform a one-act play or dance based on a selected African creative work.</p> <p>Provide learners with a list of African creative works (plays or dances) or allow them to choose their own.</p>	<p>Props and costumes,</p> <p>Resources on African creative works</p>	

	<p>Instruct them to research and select a work that resonates with them culturally.</p> <p>Guide learners through an analysis of their chosen creative work, identifying cultural elements, themes, characters, and emotions.</p> <p>Discuss how they can adapt and interpret these elements in their own creations.</p> <p>Divide the class into small groups for plays or individual learners for dances.</p> <p>Instruct them to create scripts for a one-act play or choreography for a dance based on their selected creative work.</p> <p>Allocate time for rehearsals, allowing learners to refine their performances.</p> <p>Encourage collaboration and experimentation with movements, dialogue, and expressions.</p> <p>Each group or student performs their one-act play or dance for the class.</p> <p>Consider recording the performances for later reflection and evaluation.</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>	