

## SECOND TERM

### WEEKLY LESSON PLAN – B9

#### WEEK 9

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> 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		<b>Indicator:</b> 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	
		<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can discuss and compare the approach, significance, and achievements of prominent African visual artists in past and present contexts.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Achievements, Cultural identity, Societal issues, Comparative analysis		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 44			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a thought-provoking question: "What do you think the role of visual art is in expressing culture, history, and societal issues?"</p> <p>Allow learners to share their thoughts and experiences related to visual art.</p> <p>Introduce the idea that artists play a crucial role in shaping the narrative of a society.</p> <p>Share performance indicators and introduce the lesson</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Define key terms: visual artists, approach, significance, achievements.</p> <p>Provide a brief overview of the significance of visual art in expressing cultural identity and societal issues.</p>		<p>Images or examples of artworks by prominent African visual artists</p>

	<p>Outline the objective of the lesson: to discuss and compare the contributions of prominent African visual artists.</p> <p>Display images or examples of artworks by prominent African visual artists (e.g., El Anatsui, Yinka Shonibare, William Kentridge).</p> <p>Briefly introduce each artist, highlighting their background and major works.</p> <p>Divide the class into small groups and assign each group a specific African visual artist.</p> <p>Instruct learners to research the artist's approach, significance, and achievements in both past and present contexts.</p> <p>Each group presents their findings, including visual examples of the artist's work.</p> <p>Encourage discussions on how the artist's approach reflects cultural identity or addresses societal issues.</p> <p>Facilitate a class discussion comparing the approaches, significance, and achievements of the different artists.</p> <p>Discuss common themes, techniques, and the impact of their work on a global scale.</p>	Biographical information about the artists
<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> Connections In Local And Global Cultures	
<b>Content Standard:</b> B9. 2.3.2. Demonstrate the skill to correlate African music that reflect the history, culture and topical issues	<b>Indicator:</b> 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.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate and appraise African indigenous dance genres and musical genres.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Style, Instruments, Song themes, Forms		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 54			
Phase/Duration	Learners Activities	Resources	
PHASE I: <b>STARTER</b>	<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: <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>	