

CREATIVE ARTS – BASIC 9

THIRD TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	LESSON	INDICATORS	RESOURCES
1	Design	Creativity, Innovation & The Design Process <ul style="list-style-type: none"> 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 	Lesson 7	B9 1.3.1.1 Examine specific artefacts available in the local community and report on specific challenges associated with their design for reflection and discussion.	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques <ul style="list-style-type: none"> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding 	Lesson 9	B9 2.1.1.4 Experiment by using techniques in construction using available media to create own ideas and make visual artworks	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Media and Techniques <ul style="list-style-type: none"> B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music 	Lesson 11	B9 2.1.2.7 Create/improvise a melody using (I, VI, IV, V) as the ostinato bass line	Melodic instrument
2	Design	Creativity, Innovation & The Design Process <ul style="list-style-type: none"> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the 	Lesson 7	B9 1.3.1.1 Examine specific artefacts available in the local community and report on specific	Pen, pencil paper/sketch pad

		design process and its application in developing design solutions to problems in society		challenges associated with their design for reflection and discussion.	
	Visual Arts	Media and Techniques <ul style="list-style-type: none"> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding 	Lesson 9	B9.2.1.1.4 Experiment by using techniques in construction using available media to create own ideas and make visual artworks	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Media and Techniques <ul style="list-style-type: none"> B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama 	Lesson 1	B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama	Pictures/diagrams of body profiles and positions
3	Music	Media and Techniques <ul style="list-style-type: none"> B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music 	Lesson 12	B9.2.1.2.7 Create/improvise a melody using (I, VI, IV, V) as the ostinato bass line	Melodic instrument
	Dance/Drama	Media and Techniques <ul style="list-style-type: none"> B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama 	Lesson 2	B9.2.1.3.9 Experiment and practise by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama	Pictures/diagrams of body profiles and positions
4	Design	Creativity, Innovation & The Design Process <ul style="list-style-type: none"> B9. 1.3.1 Demonstrate understanding of creativity and innovation in terms of the 	Lesson 8	B9.1.3.1.2 Evaluate the design of different products and suggest ways in which they could be	Pen, pencil paper/sketch pad

		design process and its application in developing design solutions to problems in society		modified to solve other problems in society.	
	Visual Arts	Creative and Aesthetic Expression <ul style="list-style-type: none"> B9. 2.2.1. Exhibit art works produced from competences and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures 	Lesson 10	B9. 2.2.1.3 Organise an appreciation and appraisal of artworks produced using inspiration and ideas from different times, cultures and other relevant topical issues	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Media and Techniques <ul style="list-style-type: none"> B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama 	Lesson 2	B9.2.1.3.9 Experiment and practise by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama	Pictures/diagrams of body profiles and positions
5	Design	Creativity, Innovation & The Design Process <ul style="list-style-type: none"> 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 	Lesson 8	B9 1.3.1.2 Evaluate the design of different products and suggest ways in which they could be modified to solve other problems in society.	Pen, pencil paper/sketch pad
	Visual Arts	Creative and Aesthetic Expression <ul style="list-style-type: none"> B9. 2.2.1. Exhibit art works produced from competences and skills acquired from the application of the philosophies, designs and 	Lesson 10	B9.2.2.1.3 Organise an appreciation and appraisal of artworks produced using inspiration and ideas from different times, cultures and other relevant topical issues	Pencils, paper, scissors, brushes, crayon, color, measuring tools

		processes learnt from different times and cultures			
	Music	Creative and Aesthetic Expression <ul style="list-style-type: none"> 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 	Lesson 13	B9.2.2.2.6. Organise an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitise the public on emerging topical issues	Melodic instrument
6	Music	Creative and Aesthetic Expression <ul style="list-style-type: none"> 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 	Lesson 13	B9.2.2.2.6. Organise an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitise the public on emerging topical issues	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression <ul style="list-style-type: none"> B9. 2.2.3 Producing a Dance Drama 	Lesson 4	B9.2.2.3.8 Post-performance analysis of the original dance drama and/ or one act play	Pictures/diagrams of body profiles and positions
7	Design	Creativity, Innovation & The Design Process <ul style="list-style-type: none"> 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 	Lesson 9	B9 1.3.1.3 Display design expressions and prototypes of artefacts to disseminate own creativity and innovation for appreciation and feedback	Pen, pencil paper/sketch pad
	Music	Creative and Aesthetic Expression	Lesson 14	B9.2.2.2.6. Organise an appreciation and appraisal of own original musical works and those of	Melodic instrument

		<ul style="list-style-type: none"> 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 		others on the African continent that promote and sensitise the public on emerging topical issues	
	Dance/Drama	Connections In Local & Global Cultures <ul style="list-style-type: none"> B9. 2.3.3. Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues 	Lesson 5	B9. 2.3.3.6 Create and perform a one act play or dance based on your selected African creative work (dance/drama)	Pictures/diagrams of body profiles and positions
8	Design	Creativity, Innovation & The Design Process <ul style="list-style-type: none"> 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 	Lesson 9	B9 1.3.1.3 Display design expressions and prototypes of artefacts to disseminate own creativity and innovation for appreciation and feedback	Pen, pencil paper/sketch pad
	Music	Creative and Aesthetic Expression <ul style="list-style-type: none"> 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 	Lesson 14	B9. 2.2.2.6. Organise an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitise the public on emerging topical issues	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression <ul style="list-style-type: none"> B9. 2.2.3 Producing a Dance Drama 	Lesson 5	B9.2.2.3.9 Organise an appreciation and appraisal of own and others' dance and drama	Pictures/diagrams of body profiles and positions

				artworks that reflect a range of different times, cultures and topical issues	
9	Visual Arts	Connections In Local & Global Cultures <ul style="list-style-type: none"> 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 	Lesson 11	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	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections In Local & Global Cultures <ul style="list-style-type: none"> B9. 2.3.2. Demonstrate the skill to correlate African music that reflect the history, culture and topical issues 	Lesson 15	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	Melodic instrument
10	Visual Arts	Connections In Local & Global Cultures <ul style="list-style-type: none"> 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 	Lesson 11	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	Pencils, paper, scissors, brushes, crayon, color, measuring tools
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	Dance/Drama	Connections In Local & Global Cultures <ul style="list-style-type: none"> B9. 2.3.3. Dance and Drama: Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues 	Lesson 6	B9.2.3.3.6 Create and perform a one act play or dance based on your selected African creative work (dance/drama	Pictures/diagrams of body profiles and positions
II	Visual Arts	Connections In Local & Global Cultures <ul style="list-style-type: none"> 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 	Lesson 11	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	Pencils, paper, scissors, brushes, crayon, color, measuring tools
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	Dance/Drama	Connections In Local & Global Cultures <ul style="list-style-type: none"> B9. 2.3.3. Dance and Drama: Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues 	Lesson 7	B9.2.3.3.7 Conduct a performance review	Pictures/diagrams of body profiles and positions

THIRD TERM
WEEKLY LESSON PLAN – B9
WEEK 1

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 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society	Lesson: 1 of 1
Performance Indicator: Learners can identify and analyze everyday tools from the local community.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Artefact, design, functionality, challenge		
Reference: Creative Arts and Design Curriculum Pg. 44			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Display the borrowed tools (or pictures) in front of the class. Ask learners: What are these objects? How do you think they are used?</p> <p>Encourage them to share their experiences with these tools.</p> <p>Discuss the importance of tools in everyday life. Explain how tools help us complete tasks more easily and efficiently.</p>		
PHASE 2: NEW LEARNING	<p>Divide learners into small groups, each assigned to a specific tool. Provide them with time to closely examine the tool.</p> <p>Guide them to discuss the following questions:</p> <ul style="list-style-type: none"> • What is the purpose of this tool? • How does the design of the tool help it perform its function? (e.g., shape, material) 	<p>A variety of everyday tools borrowed from the local community (e.g., hoe from a farm, kitchen stool, basket used for</p>	

	<ul style="list-style-type: none"> • Are there any specific parts of the tool that seem particularly important? <p>Ask learners to consider the design of the tool from a critical perspective.</p> <p>Encourage them to identify potential challenges associated with the tool's design or use. These challenges could be related to:</p> <ul style="list-style-type: none"> • Functionality: Does the tool work well for its intended task? Are there limitations in its effectiveness? • Usability: Is the tool comfortable or easy to use? Are there safety considerations? • Durability: Does the tool seem strong and likely to last? Are the materials appropriate for the task? • Accessibility: Can everyone easily use this tool? Are there modifications that could make it more inclusive? <p>After individual group discussions, have each group share their findings about the tool's function and identified challenges.</p> <p>Encourage class discussion about the different perspectives and potential improvements.</p> <p><u>Assessment</u></p> <p>Choose one of the tools you examined today. Describe its purpose and how it is used.</p> <p>Identify two challenges associated with the design of this tool. Explain how these challenges might affect the way the tool is used.</p> <p>Imagine you are tasked with improving the design of this tool. Describe one change you would make and explain how it would address a challenge or improve the tool's functionality.</p>	<p>shopping or farming)</p> <p>Pictures of local tools</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: Visual Arts	
Class: B9	Class Size:	Sub Strand: Media And Techniques	
Content Standard: B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding		Indicator: B9 2.1.1.4 Experiment by using techniques in construction using available media to create own ideas and make visual artworks	Lesson: 1 of 1
Performance Indicator: Learners can identify and describe different techniques used in construction art.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Construction Art, Technique, Materiality, Artist's Message		
Reference: Creative Arts And Design Curriculum Pg. 46			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Display an image of a construction artwork on the board (without revealing the artist or title).</p> <p>Ask learners: What do you see in this picture? What materials do you think were used to create it? How is it different from a painting or sculpture?</p> <p>Explain that today's lesson will explore construction art, where artists build three-dimensional works using various materials.</p>		
PHASE 2: NEW LEARNING	<p>List both local and international artist to be considered for the lesson.</p> <ul style="list-style-type: none"> • Local Artists (Examples): K. Z. Adzraku, Margaret Asabea Anakwa • National Artist: P.M. Amonoo • International Artists (Diaspora): El Anatsui, Ibrahim Mahama <p>Present images of artworks by the listed artists. For each artwork, discuss the following:</p>	Images (printed or digital) of artworks by the mentioned artists	

	<ul style="list-style-type: none"> ● Artist and Title: Briefly introduce the artist and the title of the artwork (if available). ● Materials and Techniques: Identify the materials used and the construction techniques employed (e.g., assemblage, collage, found objects). Discuss how the materials contribute to the overall look and feel of the artwork. ● Artist's Message: Encourage learners to analyze the artwork and brainstorm the message or story the artist might be trying to convey. Consider the subject matter, materials, and overall composition. <p>Compare and contrast the construction techniques used by the local artist(s) with those used by the national and international artists.</p> <p>Discuss how these techniques might reflect cultural influences or the artist's personal style.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Choose one artwork you saw in class today. Describe the materials and construction techniques used in this artwork. 2. Explain how the materials and techniques used by the artist might contribute to the meaning or message of the artwork. 3. Briefly compare and contrast the construction techniques used by a local artist with those used by an international artist presented in class. 4. Why do you think artists might choose to use construction techniques instead of traditional painting or sculpting methods? 	
<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 (Music)
Class: B9	Class Size:	Sub Strand: Media And Techniques
Content Standard: B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music		Indicator: B9 2.1.3.7 Create a simple Dance Drama and/or one act based on a topical issue
Performance Indicator: Learners can differentiate between Dance Drama and One-Act Play in terms of material usage		Lesson: 1 of 1
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
Key words	Performance, Atmosphere, Character Portrayal, Storytelling	
Reference: Creative Arts And Design Curriculum Pg. 48		
Phase/Duration	Learners Activities	Resources
PHASE I: STARTER	Briefly show clips of Dance Drama and One-Act Play excerpts focusing on visuals. Ask learners: What differences did you notice between the two performances? How did the costumes, props, and sets contribute to the overall experience? Explain that materials are more than just decorations; they play a crucial role in setting the scene, portraying characters, and enhancing the story in a performance.	
	Divide learners into small groups. Distribute images of distinct Dance Drama and One-Act Play scenes. Guide learners to discuss the following for each image: <ul style="list-style-type: none"> • Performance Type: Is it a Dance Drama or One-Act Play? • Material Impact: Describe the costumes, props, and set design. How do these materials set the atmosphere and tell the story? 	Images showcasing distinct costumes, props, and sets for Dance Dramas and One-Act Plays

	<ul style="list-style-type: none"> • Character Clues: Explain how the materials used in costumes and props help portray the characters. <p>Have each group brainstorm a short performance concept (Dance Drama or One-Act Play) and sketch some ideas on construction paper or recycled materials, focusing on how they would use costumes, props, and set elements to convey their concept.</p> <p>Class discussion. Ask learners: How can choosing the right materials impact the performance? Consider factors like budget, practicality, and symbolism.</p> <p><u>Assessment</u></p> <p>List 3 materials you would use for costumes, props, and set design in your performance.</p> <p>Explain how these materials would help you create the atmosphere, characters, and overall message you want to convey.</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>	