

THIRD TERM

WEEKLY LESSON PLAN – B9

WEEK 2

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) • 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>A variety of everyday tools borrowed from the local community (e.g., hoe from a farm, kitchen stool, basket used for shopping or farming)</p> <p>Pictures of local tools</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>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 apply construction techniques explored in the previous lesson to create their own artworks.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Elements of Art, Design, Critique, Self-evaluation		
Reference: Creative Arts And Design Curriculum Pg. 46			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Briefly review the different construction techniques explored in the previous lesson (assemblage, collage, found objects).</p> <p>Show learners examples of artwork created from recycled or everyday materials.</p> <p>Discuss how these materials can be transformed into something creative and meaningful.</p>		
PHASE 2: NEW LEARNING	<p>Distribute the worksheet with a design template. Learners will sketch and plan their construction artwork.</p> <p>Guide them to consider the following:</p> <ul style="list-style-type: none"> • Theme or Message: What story or idea do they want to convey? • Materials: Which recycled or craft materials will they use and why? • Construction Techniques: How will they assemble their artwork using the learned techniques? • Elements of Art: Encourage learners to think about how they can use form, line, texture, color, and shape to create a visually interesting artwork. 	<p>Craft materials (glue, scissors, paint, markers, etc.)</p> <p>Recycled materials (cardboard, fabric scraps, bottle caps, etc.)</p>	

	<p>Provide learners with time and materials to create their construction artworks based on their plans.</p> <p>Offer guidance and support as needed.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Sketch your design for your construction artwork on the provided template. 2. Briefly describe the message or story you want to convey with your artwork. 3. List the materials you plan to use and explain why you chose them. 4. Describe your completed construction artwork. What materials and techniques did you use? 5. How did you use the elements of art (form, line, texture, color, shape) in your artwork? 6. What do you think are the strengths of your artwork? 	
<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 and Drama)
Class: B9	Class Size:	Sub Strand: Media And Techniques
Content Standard: B9. 2.1.3: Demonstrate understanding and application of media and techniques in Dance and Drama		Indicator: B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama
		Lesson: 1 of 1
Performance Indicator: Learners can identify the various elements of a performance space beyond the stage itself.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Performance Space, Body Awareness, Props, Performance Terminology	
Reference: Creative Arts And Design Curriculum Pg. 51		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Show a picture of a performance space (without labeling). Ask learners: What do you see in this picture? Can you identify different parts of the space besides the stage itself?</p> <p>Explain that today's lesson will explore the various elements that contribute to a successful performance, going beyond just the actors or dancers on stage.</p>	
	<p>Distribute a diagram of a performance space. Work with learners to identify and label the different elements, such as:</p> <ul style="list-style-type: none"> ● Stage: The platform where the main performance takes place. ● Audience Seating: The area where viewers sit and watch the performance. ● Wings: The offstage areas on either side of the stage used for entrances and exits. ● Backstage: The space behind the stage where sets, props, and performers wait. ● Lighting: The equipment used to create different lighting effects on stage. ● Sound: The system used for sound effects and music during the performance. <p>Show images or videos (optional) of actors or dancers using expressive body language and props effectively.</p>	<p>Images or videos showcasing expressive body language and prop usage in acting and dance</p>

	<p>Discuss how different body parts (facial expressions, gestures, posture) can communicate emotions and ideas. Also, explore how props can enhance character portrayal and storytelling in both acting and dance.</p> <p>Introduce and define key performance terms related to movement, staging, and delivery:</p> <ul style="list-style-type: none"> • Masking: Turning your body or head away from the audience to deliver a line that is not meant to be heard by everyone. • Aside: Directly addressing the audience in a way that the other characters on stage are not supposed to hear. • Apron: The area of the stage that extends beyond the main stage curtain. • Linear Patterns: Movements that follow straight lines or paths across the stage. • Circular Patterns: Movements that follow circular paths or create a sense of focus on a central point. <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Label the different parts of a performance space on the provided diagram. 2. Describe two ways actors or dancers can use their bodies to express emotions or ideas during a performance. 3. Define three of the performance terms you learned in class (masking, aside, apron, linear patterns, circular patterns). Use an example to explain how each term might be used in a performance. 	
<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>	