

# THIRD TERM

## WEEKLY LESSON PLAN – B9

### WEEK 3

<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> Media And Techniques
<b>Content Standard:</b> B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music		<b>Indicator:</b> B9 2.1.2.6 Create/improvise a melody using (I, VI, IV, V) as the ostinato bass line
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can create/improvise a melody using (I, VI, IV, V) as the ostinato bass line		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Ostinato, Chord progression, Scale	
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 48		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Begin by playing a recording of a familiar song with a recognizable bass line, such as "Seven Nation Army" by The White Stripes.</p> <p>Ask learners to identify the repetitive bass pattern and discuss how it contributes to the overall feel of the song.</p> <p>Briefly explain the concept of an ostinato, emphasizing its role as a foundation for improvisation</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Play the ostinato [d: l: f: s] on an instrument or keyboard and have learners sing it back individually and in groups.</p> <p>Discuss the intervals between the notes (D-A, A-F, etc.) and reinforce the concept of scales.</p> <p>Divide learners into pairs or small groups. Instruct each learner in each group to play the ostinato continuously while the other improvises a melody on top, using the [I, VI, IV, V] chord progression as a guide.</p>	Music box, pictures and charts

	<p>Encourage them to explore different rhythms, intervals, and dynamics.</p> <p>Challenge learners to create variations on their improvised melodies.</p> <p>Have learners share their improvised melodies with the class, either singing or playing an instrument.</p> <p>Encourage them to be creative and expressive in their performance.</p> <p><u>Assessment:</u></p> <ol style="list-style-type: none"> <li>1. Can you identify the ostinato and sing it back accurately?</li> <li>2. How did you use the [I, VI, IV, V] chord progression to guide your improvisation?</li> <li>3. Describe one way you varied your melody from the previous version.</li> <li>4. What are some challenges you faced while improvising and how did you overcome them?</li> </ol>	
<p><b>PHASE 3:</b> <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>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance and Drama)
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama	<b>Indicator:</b> B9.2.1.3.9 Experiment and practice by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and practice various positions on stage, including profiles and positions.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Profile, full back, Positions, stage, balance, harmony	
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 51		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a short discussion on the concept of stage positions.</p> <p>Ask learners if they are familiar with terms like "profile," "full back," and "front." Show images or short video clips from the teacher's pack to illustrate these positions on stage.</p> <p>Discuss why understanding stage positions is important for performers and how it contributes to a visually balanced performance.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>In pairs or small groups, have learners practice different stage positions—profiles, full back, and variations of dance positions.</p> <p>Encourage them to experiment with body angles and explore how these positions can convey different emotions or themes.</p> <p>Assign each group the task of creating a visual artwork using the large sheets of paper.</p>	Music box, pictures and charts, Open space for movement

	<p>Emphasize the importance of achieving stage balance and harmony in their composition. They can represent characters, scenes, or abstract concepts through their artwork.</p> <p>Encourage groups to discuss and plan how to distribute elements within their artwork to achieve visual balance.</p> <p>Each student should contribute ideas and consider the overall composition.</p> <p>Allow each group to present their artwork to the class. After each presentation, facilitate a brief discussion on how the group achieved balance and harmony in their composition.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>● "How did your group apply stage positions to create visual balance in your artwork?"</li> <li>● "What challenges did you encounter in achieving stage harmony, and how did your group address them?"</li> <li>● "Reflect on your own contribution to the group. How did you communicate and collaborate with your peers?"</li> <li>● "In what ways do stage positions and balance contribute to the overall aesthetics and impact of a theatrical performance?"</li> </ul>	
<p><b>PHASE 3: 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>	