


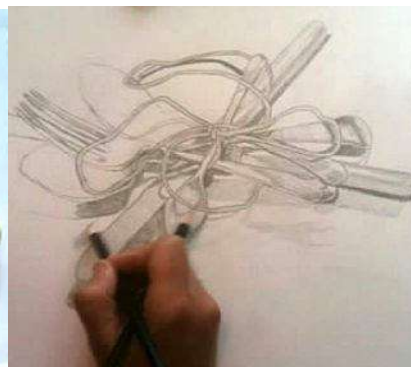



**FIRST TERM**  
**WEEKLY LESSON PLAN - B8**  
**WEEK 1**

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b>			<b>Strand:</b> Design
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.1 Explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms	
		<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	Welcome learners back from the Christmas holidays. Ask them how they spent their vacation holidays.  Share performance indicators and introduce the lesson		
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to mention some common tools and materials for drawing, shading, and coloring.  Display the tools and materials on the teachers table for learners to observe.  Using the pick and say technique, have learners identify the names of the tools and materials and tell its uses.  <div></div>  Engage learners to explore to determine and document the nature and suitability of other available manual tools, materials and techniques for drawing, shading, and coloring for appreciation and reflection. E.g. of tools: T-square, set square, protractor, paper, cardboard, pencil.  <u>Assessment</u> Identify four tools and materials for drawing shading, and coloring.		T-square, set square, protractor, paper

<b>PHASE 3:</b> <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"><li>1. Tell the class what you learnt during the lesson.</li><li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li><li>3. Which aspects of the lesson did you not understand?</li></ol>	
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<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.1.Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/ memory and imagination, print making and weaving			<b>Indicator:</b> B8. 2.1.1.1 Explore media and techniques in drawing from direct observation/ memory and imagination, print making and weaving to express own views in visual artworks to encourage recording and research skills.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can draw from direct observation/ memory and imagination			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>		Observation, memory , imagination		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 28				
<b>Phase/Duration</b>	<b>Learners Activities</b>			<b>Resources</b>
<b>PHASE 1: STARTER</b>	Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration.  Draw attention to the new lesson’s content standard and indicator(s).			
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to discuss the various types of drawing. Observation drawing and imagination drawing.  Guide learners to state the difference between observation/memory and imagination.  Model a direct observation/memory drawing for learners to observe. <div></div> Guide learners to identify, describe, classify and record the tools, materials and equipment for drawing from direct observation/memory and imagination, print making and weaving.  Model an imaginative drawing as learners observe along			Pictures and Vidoes



Guide learners to test and classify the tools, materials, equipment according to their uses in drawing direct observation/memory and imagination, print making and weaving.

Assessment

Learners to make two each of observation/memory and imagination drawing.

**PHASE 3:  
REFLECTION**


Ask learners to do the following by ways of reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

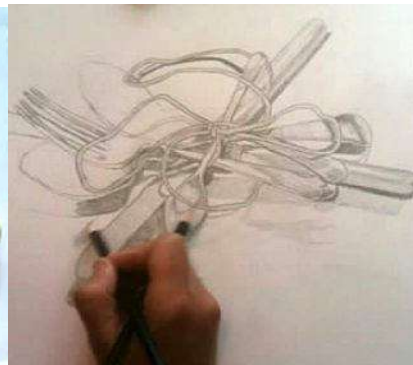

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.2.: Demonstrate understanding and apply tempo, dynamics and simple forms in music		<b>Indicator:</b> B8 2.1.2.5 Tell how fast or slow music is heard and compare and contrast activities and events that are associated with fast or slow music		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can tell the differences between fast or slow music			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	allegro, poco a poco, largo			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 31				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Explain Italian terms used in describing the speed of music. Examples: allegro, poco a poco, largo, etc.  Differentiate between fast and slow music in relation to moments on specific occasions.  <u>Assessment</u> Define the following allegro, poco a poco, largo.			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

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**FIRST TERM**  
**WEEKLY LESSON PLAN - B8**  
**WEEK 2**

<b>Week Ending</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b>			<b>Strand:</b> Design
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.1 Explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms	
		<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Digital, techniques		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	Welcome learners back from the Christmas holidays. Ask them how they spent their vacation holidays.  Share performance indicators and introduce the lesson		
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to mention some common tools and materials for drawing, shading, and coloring.  Display the tools and materials on the teachers table for learners to observe.  Using the pick and say technique, have learners identify the names of the tools and materials and tell its uses. <div></div> Engage learners to explore to determine and document the nature and suitability of other available manual tools, materials and techniques for drawing, shading, and coloring for appreciation and reflection. E.g. of tools: T-square, set square, protractor, paper, cardboard, pencil.  <u>Assessment</u> Identify four tools and materials for drawing shading, and coloring.		T-square, set square, protractor, paper

<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	
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<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.1.Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/ memory and imagination, print making and weaving			<b>Indicator:</b> B8. 2.1.1.1 Explore media and techniques in drawing from direct observation/ memory and imagination, print making and weaving to express own views in visual artworks to encourage recording and research skills.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can draw from direct observation/ memory and imagination			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>		Observation, memory , imagination		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 28				
<b>Phase/Duration</b>	<b>Learners Activities</b>			<b>Resources</b>
<b>PHASE 1: STARTER</b>	Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration.  Draw attention to the new lesson’s content standard and indicator(s).			
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to discuss the various types of drawing. Observation drawing and imagination drawing.  Guide learners to state the difference between observation/memory and imagination.  Model a direct observation/memory drawing for learners to observe. <div></div> Guide learners to identify, describe, classify and record the tools, materials and equipment for drawing from direct observation/memory and imagination, print making and weaving.  Model an imaginative drawing as learners observe along			Pictures and Vidoes





Guide learners to test and classify the tools, materials, equipment according to their uses in drawing direct observation/memory and imagination, print making and weaving.

Assessment

Learners to make two each of observation/memory and imagination drawing.

**PHASE 3:  
REFLECTION**

Ask learners to do the following by ways of reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Performing Arts (Dance & Drama)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.3. Demonstrate understanding of Ghanaian dance forms		<b>Indicator:</b> B8.2.1.3.8 Identify various Ghanaian Dance types and their context of performance		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can Identify various Ghanaian Dance types and their context of performance			<b>Core Competencies:</b> PL5.6: CI 5.5. CC 7.5	
<b>Key words</b>	Dance, performance			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Brainstorm learners to mention some Ghanaian dance and the people that performs it.  Guide learners to identify the dance types and categories. (religious, war and sociocultural)  Have learners compare and contrast the types and categories.  Explore the context of performance.			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

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**FIRST TERM**  
**WEEKLY LESSON PLAN - B8**  
**WEEK 3**

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration:			Strand: Visual Arts	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.1.1.Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/ memory and imagination, print making and weaving			Indicator: B8. 2.1.1.1 Explore media and techniques in drawing from direct observation/ memory and imagination, print making and weaving to express own views in visual artworks to encourage recording and research skills.	Lesson: 1 of 1
Performance Indicator: Learners can draw from direct observation/ memory and imagination			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Observation, memory , imagination			
Reference: Creative Arts And Design Curriculum P.g. 28				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration.  Draw attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Revise with learners on the tools, materials and equipment used for still life drawing. <ul style="list-style-type: none"><li>Tools - are devices that are used for executing projects. Examples are pencils, pastel, drawing pen, charcoal, etc.</li><li>Materials - are surfaces, substances or mediums that are used for the production of items. Examples include ink. Board, paint, easel, drawing pins, eraser, etc.</li><li>Equipment - these are special instruments needed for an undertaking to perform a service. Examples include compass, protractor, etc.</li></ul> Guide learners to apply the tools, materials and equipment safely to create drawing direct observation/memory and imagination in nature (prints and woven items) for appreciation.  In groups, task learners to make direct drawing observation or memory and imagination in nature  Engage learners to apply knowledge and skills in cleaning-up, storing and maintenance of tools, materials and equipment in a sustainable manner. Example: <ul style="list-style-type: none"><li>Pencils should be sharpened and kept with their nibs pointing upwards.</li></ul>			Pictures and charts


	<ul style="list-style-type: none"> <li>• <i>The metals parts of drawing tools should be periodically oiled and wiped with a clean cloth.</i></li> <li>• <i>Broken parts of tools should be maintained through repair.</i></li> <li>• <i>Papers should be keep away from all forms of liquors like water, oil etc.</i></li> </ul>	
PHASE 3: <b>REFLECTION</b>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.2. Demonstrate understanding and apply tempo, dynamics and simple forms in music		<b>Indicator:</b> B8 2.1.2.5 Tell how fast or slow music is heard and compare and contrast activities and events that are associated with fast or slow music		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compare and contrast activities and events that are associated with fast or slow music				<b>Core Competencies:</b> PL5.6: CI 5.5. CC 7.5
<b>Key words</b>	Tempo, fast, slow, medium			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 31				
<b>Phase/Duration</b>	<b>Learners Activities</b>			<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap of previous lesson using RCA technique.			
	Draw learner’s attention to the new lesson’s content standard and indicator(s).			
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners for the meaning of tempo in music and its effect on listeners.  Guide learners to explain Italian terms used in describing the speed of music. Examples: allegro, poco a poco, largo, etc.  Differentiate between fast and slow music in relation to moments on specific occasions.  <u>Assessment</u> 1. Define the following terms i. Allegro ii. poco a poco iii. Largo  2. How many beats is allegro			Pictures and Videos
<b>PHASE 3: REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Performing Arts (Dance/Drama)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.3. Demonstrate understanding of Ghanaian dance forms		<b>Indicator:</b> B8.2.1.3.9 Experiment and practice by using the techniques and dynamics of rhythm in dance and drama.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can practice by using the techniques and dynamics of rhythm in dance and drama.			<b>Core Competencies:</b> PL5.6: CI 5.5. CC 7.5	
<b>Key words</b>		Dance, performance, techniques, dynamics		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Revise with learners on the elements in dancing. <ul style="list-style-type: none"><li>Action</li><li>Space and</li><li>Time</li></ul> In groups of three, let them discuss the elements of dancing and present their findings to the class.  Develop body and movement awareness by engaging in activities that incorporate the elements.  Guide learners to discuss the techniques and dynamics in dancing. <ul style="list-style-type: none"><li>Techniques - (i.e., beat, tempo, intensity),</li><li>Dynamics - (i.e. fast, slow, smooth, flow)</li></ul> Play and demonstrate dance movements with different rhythms and dynamics.  Apply relevant media and techniques to choreograph a dance or direct a play. <u>Assessment</u> <ol style="list-style-type: none"><li>What is space in dancing?</li><li>Identify that factors that influences the space of a dancer.</li><li>What is time in dancing?</li></ol>			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"><li>Tell the class what you learnt during the lesson.</li><li>Tell the class how you will use the knowledge they acquire during the lesson.</li><li>Which aspects of the lesson did you not understand?</li></ol>			dynamics

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**FIRST TERM**  
**WEEKLY LESSON PLAN - B8**  
**WEEK 4**

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b>			<b>Strand:</b> Design
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.1 Explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms	
<b>Lesson:</b> 1 of 1			
<b>Performance Indicator:</b> Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Digital, techniques		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	Welcome learners back from the Christmas holidays. Ask them how they spent their vacation holidays.		
	Share performance indicators and introduce the lesson		
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to mention some common tools and materials for drawing, shading, and coloring.		T-square, set square, protractor, paper
	Display the tools and materials on the teachers table for learners to observe.		
	Using the pick and say technique, have learners identify the names of the tools and materials and tell its uses.		
			
	Engage learners to explore to determine and document the nature and suitability of other available manual tools, materials and techniques for drawing, shading, and coloring for appreciation and reflection. E.g. of tools: T-square, set square, protractor, paper, cardboard, pencil.		
<u>Assessment</u> Identify four tools and materials for drawing shading, and coloring.			

<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	
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<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.1.Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/ memory and imagination, print making and weaving			<b>Indicator:</b> B8. 2.1.1.1 Explore media and techniques in drawing from direct observation/ memory and imagination, print making and weaving to express own views in visual artworks to encourage recording and research skills.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can draw from direct observation/ memory and imagination			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Observation, memory , imagination			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 28				
<b>Phase/Duration</b>	<b>Learners Activities</b>			<b>Resources</b>
<b>PHASE 1: STARTER</b>	Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration.  Draw attention to the new lesson’s content standard and indicator(s).			
<b>PHASE 2: NEW LEARNING</b>	Revise with learners on the tools, materials and equipment used for still life drawing. <ul style="list-style-type: none"><li>Tools - <i>are devices that are used for executing projects. Examples are pencils, pastel, drawing pen, charcoal, etc.</i></li><li>Materials - <i>are surfaces, substances or mediums that are used for the production of items. Examples include ink. Board, paint, easel, drawing pins, eraser, etc.</i></li><li>Equipment - <i>these are special instruments needed for an undertaking to perform a service. Examples include compass, protractor, etc.</i></li></ul> Guide learners to apply the tools, materials and equipment safely to create drawing direct observation/memory and imagination in nature (prints and woven items) for appreciation.  In groups, task learners to make direct drawing observation or memory and imagination in nature  Engage learners to apply knowledge and skills in cleaning-up, storing and maintenance of tools, materials and equipment in a sustainable manner. Example: <ul style="list-style-type: none"><li><i>Pencils should be sharpened and kept with their nibs pointing upwards.</i></li><li><i>The metals parts of drawing tools should be periodically oiled and wiped with a clean cloth.</i></li><li><i>Broken parts of tools should be maintained through repair.</i></li></ul>			Pictures and charts

	<ul style="list-style-type: none"> <li><i>Papers should be keep away from all forms of liquors like water, oil etc.</i></li> </ul>	
PHASE 3: <b>REFLECTION</b>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Performing Arts (Dance/Drama)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.3. Demonstrate understanding of Ghanaian dance forms		<b>Indicator:</b> B9.2.2.3.7 Perform an original dance drama and/or one act play on socio-cultural issues		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can practice by using the techniques and dynamics of rhythm in dance and drama.			<b>Core Competencies:</b> PL6.7: CI 5.1. CC 7.5	
<b>Key words</b>		Dance, performance, techniques, dynamics, design, culture		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 32				
<b>Phase/Duration</b>		<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>		Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).		
<b>PHASE 2: NEW LEARNING</b>		Brainstorm learners to identify some socio-cultural issues in the community.  Learners in groups discuss the causes and effects of the issues identified.  Engage learners to rehearse and perform the original dance drama and/or one act play you created with your identified and selected materials to a selected audience. Example of play titles: SSNIT Pension Scheme services, Sanitation, Energy etc.		Pictures and Videos
<b>PHASE 3: REFLECTION</b>		Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		dynamics

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**FIRST TERM**  
**WEEKLY LESSON PLAN - B8**  
**WEEK 5**


<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Design	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring	
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.2 Demonstrate skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Digital, techniques			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Have learners identify digital tools used for drawing, shading and coloring.  Explore available digital tools, materials and techniques to determine and document their suitability for drawing, shading and coloring for appreciation and reflection   <i>Digital tools for drawing</i>			T-square, set square, protractor, paper
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

<b>Week Ending:</b>		<b>DAY:</b>		<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>				<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.1.1.Demonstrate understanding of Visual Arts media and techniques		<b>Indicator:</b> B8. 2.1.1.2 Experiment by using techniques in print making to generate own ideas and make visual artworks			<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can draw from direct observation/ memory and imagination				<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>		Observation, memory , imagination			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 28					
<b>Phase/Duration</b>		<b>Learners Activities</b>			<b>Resources</b>
<b>PHASE 1: STARTER</b>		Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
<b>PHASE 2: NEW LEARNING</b>		Guide learners to identify and use the relevant media and techniques in printmaking to create visual artworks. Examples: low/relief, direct, stencil, block printing, etc.  Learners apply and design using relevant media and techniques in print making to create own visual artworks.  Have learners display printed artworks for appreciation and reflection and use peer- and self-evaluation to review work. Examples of specific language vocabulary: stencil, block printing, pattern, contrasting color, harmonious color.			Pictures and charts
<b>PHASE 3: REFLECTION</b>		Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B8. 2.2.2. Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect a range of different times and cultures			<b>Indicator:</b> B8. 2.2.2.4 Design and produce own musical genre that reflect the history and cultures, physical and social environment	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can perform dance and/or drama on socio-cultural issues				<b>Core Competencies:</b> PL6.7: CI 5.1. CC 7.5
<b>Key words</b>	Dance, performance, techniques, dynamics, design, culture			
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 32				
<b>Phase/Duration</b>	<b>Learners Activities</b>			<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap of previous lesson using RCA technique.			
	Draw learner’s attention to the new lesson’s content standard and indicator(s).			
<b>PHASE 2: NEW LEARNING</b>	Have learners research and select own and indigenous musical genre outside your community that express personal experiences and interests, moods, visual images, concepts, texts, or storylines on example the SSNIT Pension Scheme services, etc.			Pictures and Videos
	Learners in groups collaborate to create rehearsal plan for performing the chosen work in identifying and allocating time to the various aspects – singing, drumming, dancing, costume, venue, etc.			
<b>PHASE 3: REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			dynamics

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**FIRST TERM**  
**WEEKLY LESSON PLAN - B8**  
**WEEK 6**

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b>			<b>Strand:</b> Design
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.2 Demonstrate skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms	
		<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>		Digital, techniques	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).		
PHASE 2: <b>NEW LEARNING</b>	Revise with learners to mention some manual tools used for drawing and coloring. Examples: Pencils, curved templates, setsquares, compass, eraser, etc.  Have learners make sketches of drawings and color them using manual tools.  Brainstorm learners for the meaning of digital tools. <i>They are tools that are computer based devices and applications that are used to draw, shade or color objects just like the manual tools do.</i>  Have learners identify digital tools used for drawing, shading and coloring. Examples: smartphones, tablets, laptops, desktop computers, CorelDraw, illustrator, Scribble, etc.   <i>Digital tools for drawing</i>		Pictures and Videos

	<p>Have learners explore available digital tools, materials and techniques to determine and document their suitability for drawing, shading and coloring.</p> <p>Let learners exhibit their designs for appreciation, appraising and feedback.</p> <p><u>Assessment</u> Learners make designs and color them using digital tools.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	



<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B8. 2.1.1.Demonstrate understanding of Visual Arts media and techniques		<b>Indicator:</b> B8. 2.1.1.2 Experiment by using techniques in print making to generate own ideas and make visual artworks		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can draw from direct observation/ memory and imagination			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Observation, memory , imagination			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 28				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Let learners identify and explore some printed materials in the classroom.  Guide learners to identify the various techniques in printmaking to create visual artworks. Examples: low/relief, direct, stencil, block printing, etc.  Relief printing- is a process in printmaking which the printing areas are raised surface and the non-printing areas are below the surface. E.g. stamp, flexography, letterpress, etc.  Direct printing - prints are done by applying printing paste on the matrix and transferring it directly on the substrate. The matrix or templates can be natural and man-made objects such as leaves, snail shell, human foot, sole of footwear, rope, bottle tops, etc.  Learners in their groups research the internet for other types of printing and present their findings to the class. Example: Frottage printing, block printing, etc.  Demonstrate how each of the printings are made. Guide learners to use the relevant media and techniques in printmaking to create own visual artworks.  Have learners display printed artworks for appreciation and reflection and use peer- and self-evaluation to review work. Examples of specific language vocabulary: stencil, block printing, pattern, contrasting color, harmonious color.			Pictures and charts
PHASE 3:	Ask learners to do the following by ways of reflecting on the lesson:			

<b>REFLECTION</b>	<ol style="list-style-type: none"><li>1. Tell the class what you learnt during the lesson.</li><li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li><li>3. Which aspects of the lesson did you not understand?</li></ol>	
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<b>Week Ending:</b>		<b>DAY:</b>		<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>				<b>Strand:</b> Performing Arts (Dance and Drama)	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B8.2.2.3.Demonstrate how to apply the concept of design process (Idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures			<b>Indicator:</b> B8.2.2.3.8 Plan and display own and others’ dance and drama pieces that reflect a range of different times and cultures		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can plan and display own and others’ dance and drama pieces				<b>Core Competencies:</b> PL6.7: CI 5.1. CC 7.5	
<b>Key words</b>		Dance, performance, techniques, dynamics, design, culture			
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 32					
<b>Phase/Duration</b>	<b>Learners Activities</b>				<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).				
<b>PHASE 2: NEW LEARNING</b>	Revise with learners some traditional dances they have learnt. Example: bamaya, Agbaza, Adowa, kete, etc.  Learners to discuss the significance of these dances and how that reflects the history, cultures, environment and heritage of a people.  Describe how to plan a dance or drama production that reflects the history, cultures, environment and heritage of a people.  Choose and prepare a venue to showcase the performance.  Rehearse and perform the planned dance piece or drama skit				Pictures and Videos
<b>PHASE 3: REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?				

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**FIRST TERM**  
**WEEKLY LESSON PLAN - B8**  
**WEEK 7**

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Creative & Aesthetic Expression
<b>Content Standard:</b> B8. 2.2.1. Demonstrate the ability to apply the concept of the design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures			<b>Indicator:</b> B8. 2.2.1.1 Design and produce your own artworks that reflect a range of different times and cultures	
<b>Performance Indicator:</b> Learners can design and produce your own artworks			<b>Lesson:</b> 1 of 2	
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3				
<b>Key words</b>		Observation, memory , imagination		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 33				
<b>Phase/Duration</b>		<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>		Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).		
<b>PHASE 2: NEW LEARNING</b>		Task learners to research and record relevant information for planning and developing ideas to make visual artworks that reflect any of the following: history, culture, topical issues, natural and man-made environment. Example: Plan an artwork on SSNIT Pension Scheme services, Ghana’s independence in 1957, galamsay, sanitation, etc.  Apply recorded ideas, design process, appropriate tools, materials and techniques to create artworks that communicate views about topical issues. Example: Design an artwork on SSNIT Pension Scheme services, Ghana’s independence in 1957, galamsay, sanitation, etc.  Have learners to reflect on and explain whether the artwork in progress conveys the intended ideas and meaning for appropriate revision and use peer- and selfevaluation to review work. Examples of art specific language vocabulary: form, line, texture, colour, shape, technique, media.		Pictures and charts
<b>PHASE 3: REFLECTION</b>		Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Creative & Aesthetic Expression	
<b>Content Standard:</b> B8. 2.2.2 Demonstrate the ability to use concept of the design process to create and display own creative musical art works that reflect a range of different times and cultures.			<b>Indicator:</b> B8. 2.2.2.5 Plan and display own and others’ musical works that reflect a range of different times and cultures	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can plan and display own and others’ musical works			<b>Core Competencies:</b> PL6.7: CI 5.1. CC 7.5	
<b>Key words</b>	Dance, performance, techniques, dynamics, design, culture			
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Ask learners in advance to assemble at the performance ground (e.g., assembly hall, shed, under a shady tree, etc.) for this lesson.  Revise with learners on some dance-drama studied previously and plan their plot, synopsis, acts and scenes;  Learners identify instruments and indigenous stylized dances for the performance.  Guide learners to randomly pick their roles or positions for the performances.  Costuming: encourage learners to be fast in changing costumes and the right costume to choose for the right performance.  Group Performances: Ask groups to present their dance-drama in the order picked as you facilitate the recording processes of the performances			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

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**FIRST TERM**  
**WEEKLY LESSON PLAN - B8**  
**WEEK 8**

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Design	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring	
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 25				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Guide learners to identify simple products and generate drawings to illustrate templates for creating models of simple shapes and forms using cardboard, Styrofoam, pulp paper and/or clay.  Have learners display their final artworks for reflection, display and appreciation.			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

<b>Week Ending:</b>		<b>DAY:</b>		<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>				<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Creative & Aesthetic Expression	
<b>Content Standard:</b> B8. 2.2.1. Demonstrate the ability to apply the concept of the design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures			<b>Indicator:</b> B8. 2.2.1.1 Design and produce your own artworks that reflect a range of different times and cultures		<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can design and produce your own artworks				<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>		Observation, memory , imagination			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 33					
<b>Phase/Duration</b>	<b>Learners Activities</b>				<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).				
<b>PHASE 2: NEW LEARNING</b>	Task learners to research and record relevant information for planning and developing ideas to make visual artworks that reflect any of the following: history, culture, topical issues, natural and man-made environment. Example: Plan an artwork on SSNIT Pension Scheme services, Ghana’s independence in 1957, galamsay, sanitation, etc.  Apply recorded ideas, design process, appropriate tools, materials and techniques to create artworks that communicate views about topical issues. Example: Design an artwork on SSNIT Pension Scheme services, Ghana’s independence in 1957, galamsay, sanitation, etc.  Have learners to reflect on and explain whether the artwork in progress conveys the intended ideas and meaning for appropriate revision and use peer- and selfevaluation to review work. Examples of art specific language vocabulary: form, line, texture, colour, shape, technique, media.				Pictures and charts
<b>PHASE 3: REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?				

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Performing Arts (Dance and Drama)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Creative & Aesthetic Expression	
<b>Content Standard:</b> B8. 2.2.3. Demonstrate how to apply the concept of design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures		<b>Indicator:</b> B8.2.2.3.9 Organize an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues		<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can organize an appreciation and appraisal of own and others' dance and drama artworks			<b>Core Competencies:</b> PL6.7: CI 5.1. CC 7.5	
<b>Key words</b>	Dance, performance, techniques, dynamics, design, culture			
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 37				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.			
	Draw learner's attention to the new lesson's content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Invite an audience to watch the performance of own and others' for appreciation and appraisal.			Pictures and Videos
	Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances.			
	Through a class discussion, engage learners to discuss their strengths and weakness.			
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

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**FIRST TERM**  
**WEEKLY LESSON PLAN - B8**  
**WEEK 9**

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Design	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring	
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>				
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 25				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Guide learners to create models of simple shapes and forms using cardboard. 1. Square: Draw a straight line and another straight line perpendicular to the first line. Make sure the two lines are of equal length. Connect the ends of the two lines to create a square. 2. Circle: Draw a straight line and mark its midpoint. Place the pointed end of a compass on the midpoint and draw a circle around it. 3. Triangle: Draw a straight line and mark its midpoint. Draw another straight line perpendicular to the first line and mark its midpoint. Connect the midpoint of the first line to one end of the second line, then connect the midpoint of the second line to the other end of the first line. This will create a triangle. 4. Rectangle: Draw a straight line and another straight line perpendicular to the first line. Make the second line longer than the first line. Connect the ends of the two lines to create a rectangle. 5. Cylinder: Draw two parallel lines of equal length. Draw two circles with the same diameter at each end of the lines. Connect the circles with a curved line to create a cylinder. 6. Cone: Draw a circle and draw a straight line from the centre of the circle to its circumference. Cut out a sector of the circle by drawing two straight lines from the endpoints of the first line to the circumference of the circle. Join the two straight lines at their endpoints to create a cone			Pictures and Videos

	<p>Guide learners to identify simple products and generate drawings to illustrate templates for creating models of simple shapes and forms using cardboard, Styrofoam, pulp paper and/or clay</p> <p>Have learners display their final artworks for reflection, display and appreciation.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

<b>Week Ending:</b>		<b>DAY:</b>		<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>				<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B8. 2.3.1.Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues			<b>Indicator:</b> B8. 2.3.1.1. Identify and discuss visual artists whose work reflected the history, culture, environment and topical issues in the community		<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can Identify and discuss visual artists in Ghana				<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>					
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 38					
<b>Phase/Duration</b>		<b>Learners Activities</b>			<b>Resources</b>
<b>PHASE 1: STARTER</b>		Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
<b>PHASE 2: NEW LEARNING</b>		Conduct an enquiry and gather information on visual artists in the community whose work made impact on the history, culture, environment and topical issues. Examples: ethnic group, education, exhibition, museum, gallery.  Classify and record information on visual artists in the community and their artworks according to their areas of specialization/discipline. Examples: ethnic group, education, exhibition, museum, gallery  Select any visual artist in the community and make a presentation on their life, work and influence. Example; ethnic group, education, philosophy and competition/ exhibition, role model, achievement			Pictures and charts
<b>PHASE 3: REFLECTION</b>		Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B8. 2.3.2. Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different times, cultures and topical issues			<b>Indicator:</b> B8. 2.3.2.4. Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues	
			<b>Lesson:</b> 2 of 2	
<b>Performance Indicator:</b> Learners can distinguish different ways musical works of Ghanaian art composers			<b>Core Competencies:</b> PL6.7: CI 5.1. CC 7.5	
<b>Key words</b>		Dance, performance, techniques, dynamics, design, culture		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 39				
<b>Phase/Duration</b>		<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>		Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).		
<b>PHASE 2: NEW LEARNING</b>		Compare Ephraim Amu and J. H. K. Nketia		Pictures and Videos
<b>PHASE 3: REFLECTION</b>		Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		

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**FIRST TERM**  
**WEEKLY LESSON PLAN - B8**  
**WEEK 10**

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Design	
<b>Class:</b> B8		<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term	
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.		<b>Indicator:</b> Recall and summarize all what they have learnt within the term		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 25				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Revise with learners to explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms.  Revise with learners to explore available digital tools, materials and techniques to determine and document their suitability for drawing, shading and coloring for appreciation and reflection  Have learners identify simple products and generate drawings to illustrate templates for creating models of simple shapes and forms using cardboard, Styrofoam, pulp paper and/or clay for reflection, display and appreciation.  <u>Assessment</u> Identify four tools and materials for drawing shading, and coloring Learners make designs and color them using digital tools			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

<b>Week Ending:</b>		<b>DAY:</b>		<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>				<b>Strand:</b> Visual Arts	
<b>Class:</b> B8		<b>Class Size:</b>		<b>Sub Strand:</b> Sub strands for the term	
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.			<b>Indicator:</b> Recall and summarize all what they have learnt within the term		<b>Lesson:</b> 1 of 2
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term				<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 38					
Phase/Duration	Learners Activities				Resources
PHASE 1: <b>STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner’s attention to the new lesson’s content standard and indicator(s).				
PHASE 2: <b>NEW LEARNING</b>	Revise with explore media and techniques in drawing from direct observation/ memory and imagination, print making and weaving to express own views in visual artworks to encourage recording and research skill.  Engage learners to experiment by using techniques in print making to generate own ideas and make visual artworks  Learners to apply techniques of drawing direct observation/memory and imagination to make own visual artworks  Let learners experiment with available media and techniques for weaving to create visual artworks.  <u>Assessment</u> Learners to make two each of observation/memory and imagination drawing.				Pictures and charts
PHASE 3: <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?				

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>		<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term	
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.		<b>Indicator:</b> Recall and summarize all what they have learnt within the term	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term			<b>Core Competencies:</b> PL6.7: CI 5.1. CC 7.5
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 39			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner's attention to the new lesson's content standard and indicator(s).		
<b>PHASE 2: NEW LEARNING</b>	Revise with learners to tell how fast or slow music is heard and compare and contrast activities and events that are associated with fast or slow music.  Engage learners to design and produce own musical genre that reflect the history and cultures, physical and social environment.  Have learners plan and display own and others' musical works that reflect a range of different times and cultures.  <u>Assessment</u> Define the following allegro, poco a poco, largo.		Pictures and Videos
<b>PHASE 3: REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>		<b>Strand:</b> Strands treated for the term	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term	
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.		<b>Indicator:</b> Preparation towards vacation	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can answer all end of term assessment questions in their exercise books.		<b>Core Competencies:</b> PL6.7: CI 5.1. CC 7.5	
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 39			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	Ask learners to bring and display all the materials needed for the assessment.  Educate them on the consequences of examination mal practice.		Exercise books, pen, pencils, erasers, Answer sheets.
<b>PHASE 2: NEW LEARNING</b>	Engage learners to arrange themselves properly to sit for the assessment test.  Mark learners answer sheets or exercise books.  Fill in learner’s SBA books and report cards.  Distribute learners answer sheets or exercise books for feedback.		SBA, Assessment Questions and exercise books.

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