

**FIRST TERM**  
**WEEKLY LESSON PLAN – B9**  
**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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation & The Design Process	
<b>Content Standard:</b> 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		<b>Indicator:</b> B9 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can describe the differences between creativity and innovation			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Creativity, Innovation, Design, Solution			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 44				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Display images or short video clips of two scenarios: a person brainstorming with sketches and notes (representing creativity) and another of someone improving or optimizing a product or process (representing innovation).  Ask learners to discuss in pairs or small groups what they observe and hypothesize about the differences between the two scenes.  Share performance indicators and introduce the lesson			
PHASE 2: <b>NEW LEARNING</b>	Divide learners into pairs or small groups.  Assign each group to use textbooks, online resources, or other available materials to research and define 'creativity' and 'innovation'.  After research, each group will discuss their findings and prepare a brief presentation to share with the class, highlighting the key differences between creativity and innovation.  Facilitate a class discussion about how creativity and innovation work together in developing solutions for societal problems.  <u>Assessment</u> 1. How would you define creativity in your own words? 2. What is the primary difference between creativity and innovation? 3. Can you provide an example of a situation where innovation improved a creative idea?			Pictures and charts

	4. Why are both creativity and innovation important when addressing societal problems?	
PHASE 3: <b>REFLECTION</b>	<p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p>	

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b>			<b>Strand:</b> Visual Arts	
<b>Class:</b> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding			<b>Indicator:</b> B9. 2.1.1.1 Explore and identify media and techniques used to create visual artworks by casting, assemblage and folding	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore and identify media and techniques used to create visual artworks				<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Casting, Assemblage, Folding, Realia			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 46				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Display a piece of artwork that combines casting, assemblage, and folding.  Ask learners to guess or identify the techniques used in the artwork.  Draw attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Divide learners into small groups. Provide each group with a set of illustrations, pictures, and realia showcasing different tools, materials, and equipment.  Ask learners to identify and record information on these tools and materials, focusing on their potential use in casting, assemblage, or folding.  Allow each group to discuss and share their findings with the class.  Using the tools and materials from Activity 1, learners are to test each one, classifying them under casting, assemblage, or folding based on their findings.  Discuss the reasons for their classifications in their groups.  Ask each group to display their classified tools and materials on a table or designated area, creating three zones: Casting, Assemblage, and Folding.  <u>Assessment</u> 1. Which technique involves pouring liquid material into a mold? 2. How would you differentiate between assemblage and folding based on the tools and materials used?			Pictures and Vidoes

	<p>3. Why is it important to classify tools and materials when planning an artwork?</p> <p>4. Can one tool be used for both casting and assemblage? Give an example.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion. 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>			<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 2.1.2.5 Sing in pitch triads on all the seven degrees of the scale horizontally (arpeggios) and vertically (harmony)		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can understand and practice singing in pitch triads on all seven degrees of the scale, both horizontally (as arpeggios) and vertically (as harmony)				<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Arpeggio, Harmony, Triad, Scale Degree			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 48				
Phase/Duration	Learners Activities			Resources
PHASE I: <b>STARTER</b>	Play a familiar song for learners that prominently features arpeggios and harmony.  Ask them to listen closely and identify when they hear individual notes played in succession and when they hear them played simultaneously.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
Sing and/or perform on melodic instruments triads built on all the seven degrees of the scale melodically	Introduce learners to the concept of an arpeggio, explaining it as playing or singing the notes of a chord in a sequence.  Play or demonstrate arpeggios for different scale degrees on a piano or another instrument.  Have learners practice singing arpeggios for each of the seven scale degrees in small groups.  Explain the concept of harmony, emphasizing the simultaneous sounding of two or more notes.  Play or demonstrate harmonized triads on a piano or another instrument.  Pair up learners and have each pair sing harmonized triads, with one student singing the root note while the other sings either the third or the fifth.  <u>Assessment</u> 1. What is the difference between an arpeggio and a harmony? 2. How many scale degrees are typically in a major or minor scale?			Music box, pictures and charts

	<p>3. When singing a triad, which scale degrees are typically involved?</p> <p>4. How can harmony add depth or emotion to a piece of music?</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Summarize the importance of arpeggios and harmony in music.</p> <p>Encourage learners to listen for these elements in songs they hear outside of class and to think about how they can use them in their own singing or music-making.</p>	

**FIRST TERM**  
**WEEKLY LESSON PLAN – B9**  
**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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation & The Design Process	
<b>Content Standard:</b> 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		<b>Indicator:</b> B9 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can describe the differences between creativity and innovation			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Creativity, Innovation, Design, Solution			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 44				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Display images or short video clips of two scenarios: a person brainstorming with sketches and notes (representing creativity) and another of someone improving or optimizing a product or process (representing innovation).  Ask learners to discuss in pairs or small groups what they observe and hypothesize about the differences between the two scenes.  Share performance indicators and introduce the lesson			
PHASE 2: <b>NEW LEARNING</b>	Divide learners into pairs or small groups.  Assign each group to use textbooks, online resources, or other available materials to research and define 'creativity' and 'innovation'.  After research, each group will discuss their findings and prepare a brief presentation to share with the class, highlighting the key differences between creativity and innovation.  Facilitate a class discussion about how creativity and innovation work together in developing solutions for societal problems.  <u>Assessment</u> 1. How would you define creativity in your own words? 2. What is the primary difference between creativity and innovation? 3. Can you provide an example of a situation where innovation improved a creative idea? 4. Why are both creativity and innovation important when addressing societal problems?			Pictures and charts

<b>PHASE 3:</b> <b>REFLECTION</b>	<p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p>	
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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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding			<b>Indicator:</b> B9. 2.1.1.1 Explore and identify media and techniques used to create visual artworks by casting, assemblage and folding	
			<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can identify media and techniques used to create visual artworks by casting, assemblage and folding.			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>		Casting, Assemblage, Folding, Realia		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 46				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Display diverse artworks created using casting, assemblage, and folding.  Prompt learners to discuss in small groups which technique(s) they believe were used for each piece, laying the groundwork for the day's lesson.  Draw attention to the new lesson's content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Briefly demonstrate the basics of casting, assemblage, and folding techniques.  Provide learners with a variety of materials and tools. Allow them to experiment and create their own artefacts using one or more of the introduced techniques.  Set up a gallery walk where learners display their artworks.  Ensure learners provide both positive feedback and constructive suggestions, fostering a supportive creative environment.  Discuss the importance of safety, maintenance, and sustainability in the art room.  Highlight the appropriate ways to store various tools, clean different materials, and organize the workspace.  Instruct learners to apply their knowledge to clean and restore the art room. They should properly store tools and materials, ensuring that everything is in its designated place and that the workspace is safe and tidy.  Assessment			Pictures and Videos

	<ol style="list-style-type: none"> <li>1. What is the main difference between casting and folding?</li> <li>2. How does assemblage differ from the other two techniques?</li> <li>3. Why is it important to maintain and safely store our art tools and materials?</li> <li>4. How did peer feedback influence or change your perspective on your artwork?</li> </ol>	
<b>PHASE 3:</b> <b>REFLECTION</b>	Summarize the day's activities, emphasizing the value of different artistic techniques, the importance of feedback in the creative process, and the necessity of maintaining a safe and organized workspace.	

<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> 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> B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Improvisation, Harmony/Balance, Blocking, Masking		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 51			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	<p>Show a short clip from a well-known musical or theater production.</p> <p>Ask learners to observe the actors' movements, the use of space, and how props are integrated. This will introduce them to the essence of improvisation, balance, and blocking in a real-world context.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
Sing and/or perform on melodic instruments triads built on all the seven degrees of the scale melodically	<p>Start by defining 'performance space' and its importance. Provide learners with a blank stage layout. Ask them to label parts they are familiar with.</p> <p>Discuss their labels and then introduce additional parts of the performance space they might not have identified.</p> <p>Initiate a discussion about which body parts are most expressive in dance and drama.</p> <p>In groups, learners can improvise short scenes or dance movements, emphasizing the body parts they discussed.</p> <p>Introduce various props and discuss their significance. Let learners experiment with integrating these props into their improvised scenes or dance sequences.</p> <p>Brainstorm learners to explain concepts</p> <ul style="list-style-type: none"><li>• 'masking' (where one actor blocks another),</li><li>• 'aside' (a remark made for the audience's understanding but not heard by other characters),</li><li>• 'apron' (the area of the stage closest to the audience), and</li><li>• 'linear and circular patterns' in movement.</li></ul>		Music box, pictures and charts

	<p>Encourage learners to incorporate these techniques in short performances.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the difference between improvisation in dance and drama?</li> <li>2. Why is understanding the entire performance space vital for an actor or dancer?</li> <li>3. How can props add depth or dimension to a performance?</li> <li>4. Define 'masking' and 'aside' and explain their importance in drama.</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Summarize the importance of arpeggios and harmony in music.</p> <p>Encourage learners to listen for these elements in songs they hear outside of class and to think about how they can use them in their own singing or music-making.</p>	

# FIRST TERM

## WEEKLY LESSON PLAN – B9

### WEEK 3

<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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding			<b>Indicator:</b> B9. 2.1.1.1 Explore and identify media and techniques used to create visual artworks by casting, assemblage and folding	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify media and techniques used to create visual artworks by casting, assemblage and folding.				<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>		Casting, Assemblage, Folding, Realia		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 46				
Phase/Duration		Learners Activities		Resources
PHASE 1: <b>STARTER</b>		Display diverse artworks created using casting, assemblage, and folding.  Prompt learners to discuss in small groups which technique(s) they believe were used for each piece, laying the groundwork for the day's lesson.  Draw attention to the new lesson's content standard and indicator(s).		
PHASE 2: <b>NEW LEARNING</b>		Briefly demonstrate the basics of casting, assemblage, and folding techniques.  Provide learners with a variety of materials and tools. Allow them to experiment and create their own artefacts using one or more of the introduced techniques.  Set up a gallery walk where learners display their artworks.  Ensure learners provide both positive feedback and constructive suggestions, fostering a supportive creative environment.  Discuss the importance of safety, maintenance, and sustainability in the art room.  Highlight the appropriate ways to store various tools, clean different materials, and organize the workspace.		Pictures and Videos

	<p>Instruct learners to apply their knowledge to clean and restore the art room. They should properly store tools and materials, ensuring that everything is in its designated place and that the workspace is safe and tidy.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the main difference between casting and folding?</li> <li>2. How does assemblage differ from the other two techniques?</li> <li>3. Why is it important to maintain and safely store our art tools and materials?</li> <li>4. How did peer feedback influence or change your perspective on your artwork?</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the day's activities, emphasizing the value of different artistic techniques, the importance of feedback in the creative process, and the necessity of maintaining a safe and organized workspace.</p>	

<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> 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 2.1.2.5 Sing in pitch triads on all the seven degrees of the scale horizontally (arpeggios) and vertically (harmony)		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can understand and practice singing in pitch triads on all seven degrees of the scale, both horizontally (as arpeggios) and vertically (as harmony)			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Arpeggio, Harmony, Triad, Scale Degree			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 48				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Play a familiar song for learners that prominently features arpeggios and harmony.  Ask them to listen closely and identify when they hear individual notes played in succession and when they hear them played simultaneously.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
	Introduce learners to the concept of an arpeggio, explaining it as playing or singing the notes of a chord in a sequence.  Play or demonstrate arpeggios for different scale degrees on a piano or another instrument.  Have learners practice singing arpeggios for each of the seven scale degrees in small groups.  Explain the concept of harmony, emphasizing the simultaneous sounding of two or more notes.  Play or demonstrate harmonized triads on a piano or another instrument.  Pair up learners and have each pair sing harmonized triads, with one student singing the root note while the other sings either the third or the fifth.  <u>Assessment</u> 1. What is the difference between an arpeggio and a harmony? 2. How many scale degrees are typically in a major or minor scale?			Music box, pictures and charts

	<p>3. When singing a triad, which scale degrees are typically involved?</p> <p>4. How can harmony add depth or emotion to a piece of music?</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Summarize the importance of arpeggios and harmony in music.</p> <p>Encourage learners to listen for these elements in songs they hear outside of class and to think about how they can use them in their own singing or music-making.</p>	




<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> 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 understand the concept of harmony and balance, and practice blocking effectively in dance and drama scenarios.				<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>		Improvisation, Harmony, Blocking, and Posture.		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 48				
Phase/Duration	Learners Activities			Resources
PHASE I: <b>STARTER</b>	Play a short piece of music. Let learners move freely around the room.  When the music stops, shout a keyword, e.g., "Swim!" or "Fight!" Learners freeze in a pose that represents that keyword.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
	Divide learners into small groups. Call out the various movements like walking, running, crouching, swimming, fighting, etc.  Encourage learners to improvise and perform the movements using dramatic flair and exaggerated postures.  Rotate the movements, allowing for each group to try multiple ones.  Introduce stage directions: DR (Down Right), UL (Up Left), DC (Down Center), DL (Down Left), CC (Center Center).  Ask learners to move according to these directions, ensuring they understand each position.  Introduce stage profiles: open profile, close profile, full back, and full front. Lastly, introduce positions: 1st, 2nd, 3rd, 4th. Let learners practice transitioning between these positions fluidly.			Music box, pictures and charts

	<p><u><b>ASSESSMENT</b></u></p> <p>Keeping the learners in their groups, ask each group to create a group artwork in place or in motion with stage balance/harmony in mind and use appropriate language to give supportive and informative peer- and self-evaluation.</p> <p>Encourage learners to ensure their scenes have harmony and balance, meaning no part of the stage should feel "too empty" or "too crowded."</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Discuss the importance of stage presence, harmony, and improvisation in drama.</p> <p>Encourage learners to notice these elements when they watch plays or movies.</p>	

# FIRST TERM

## WEEKLY LESSON PLAN – B9

### WEEK 4

<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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding		<b>Indicator:</b> B9. 2.1.1.2 Experiment by using techniques in casting to create visual artworks		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can experiment by using techniques in casting to create visual artworks			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	Casting, Filled-in, hump, hollow			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Begin by showcasing a few artworks created using different casting techniques. Ask learners: "What differences can you spot in these artworks?"  Draw attention to the new lesson's content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Engage learners to discuss each casting technique: filled-in, hump, and hollow. <i>1. Filled-in Casting:</i> The mold is entirely filled with material, producing a solid piece. - Example: Pouring melted metal into a mold to create a solid metal figurine.  <i>2. Hump Casting:</i> Material is draped over an external mold shape. - Example: Draping clay over a dome-shaped mold to create a bowl.  <i>3. Hollow Casting:</i> Material forms a shell on the mold's inner surface, resulting in a hollow piece. - Example: Pouring liquid latex into a face-shaped mold and pouring out the excess to create a hollow mask.  Show examples of each technique and demonstrate a basic version of each method using easily available materials like plaster. 			Pictures and Videos

	<p>Distribute materials to learners and ask them to design their own artworks. Encourage sketches or rough drafts before they begin casting.</p> <p>Learners should choose their preferred casting technique and start creating their artworks.</p> <p>Allow learners to display their finished pieces in a designated area. Encourage them to walk around, observe others' works, and think of constructive feedback for their peers.</p> <p>Display cast artworks for appreciation, reflection and review using peer- and self-evaluation for feedback. Examples of art specific language vocabulary: form, casting, hump and hollow.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Can you explain the difference between the filled-in and hollow casting techniques?</li> <li>2. Which casting method might be best for creating a bowl? Why?</li> <li>3. How does the hump casting technique differ in appearance from the hollow method?</li> <li>4. Why is it important to choose the appropriate casting technique for a specific design or artwork?</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the day's activities, emphasizing the value of different artistic techniques, the importance of feedback in the creative process, and the necessity of maintaining a safe and organized workspace.</p>	

<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> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B9 2.2.3 Producing a dance drama		<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 create an original dance drama or one-act play that explores a specific socio-cultural issue.			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>	Sanitation, energy, conservation, socio-cultural.		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 85			
Phase/Duration	Learners Activities		Resources
PHASE I: <b>STARTER</b>	Begin the lesson with a thought-provoking question or statement related to socio-cultural issues, such as: "Why is it important to address socio-cultural issues in our community?"  Discuss the responses as a class and create a mind map on chart paper to record learners' ideas.  Draw learner's attention to the new lesson's content standard and indicator(s).		
	Brainstorm learners to list potential socio-cultural issues (e.g., sanitation, energy conservation) and briefly introduce each one.  In small groups, have learners select an issue they are passionate about and want to address through their dance drama or one-act play.  In their groups, learners will brainstorm ideas for their original dance drama or one-act play, incorporating the selected issue.  Encourage them to create a script or choreography that highlights the issue, its impact, and potential solutions.  Provide guidance and support as needed, ensuring that each group has a clear plan for their performance.  Allocate time for groups to rehearse and refine their performances.  Encourage creativity in costume design, use of props, and selection of music.		Music box, pictures and charts

	Invite a selected audience, which may include other learners, teachers, or parents, to watch the performances.	
PHASE 3: <b>REFLECTION</b>	<p>Have a class discussion where learners share their reflections and insights from the assessment questions.</p> <p>Encourage them to consider how they can take action to address the socio-cultural issue they explored.</p>	

# FIRST TERM

## WEEKLY LESSON PLAN

### 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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation And The Design Process	
<b>Content Standard:</b> B9 I.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		<b>Indicator:</b> B9 I.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize the importance of the design process in fostering creativity and innovation and apply knowledge of the design process in creative problem solving.				<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>	Design Process, Creativity, Innovation, Problem Solving			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 44				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Display a variety of everyday items (e.g., a chair, a cup, a pencil). Ask learners: "How do you think these items were created? What steps did the designers take to come up with these final products?"  Draw attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Research and record the concept, importance, and application of the design process in creative problem solving.  Divide learners into groups and assign each group a specific topic: the concept of the design process, its importance, or its application in problem solving.  Using available resources (books, internet, etc.), learners should research and make notes on their topic.  Each group will prepare a brief presentation or a poster summarizing their findings.  Reflect on and discuss the findings. Groups present their findings to the class.  Open the floor for questions and discussion, after each presentation. Encourage learners to reflect on the information			Pictures and Videos

	<p>presented and how it relates to the objects shown at the start of the lesson.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the design process, and why is it important in creating products?</li> <li>2. How does the design process foster creativity?</li> <li>3. Why is the design process crucial for innovation?</li> <li>4. Give an example of a problem that can be solved using the design process.</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	



<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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding		<b>Indicator:</b> B9 2.1.1.3 Apply artistic techniques in folding by using available media to make creative artworks.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize artists known for using folding techniques in their artworks and apply these folding techniques to create their own creative artworks				<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>		Creasing, Pleating, Knotting, Origami		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Display various folded artworks, ranging from simple origami pieces to intricate pleated fabric designs.  Ask learners: "What similarities do you see in these artworks? How do you think they were created?"  Draw attention to the new lesson's content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Identify the techniques in folding such as creasing, pleating, knotting. Demonstrate each technique using paper or fabric, emphasizing the differences between them.  Provide learners with materials and guide them in practicing each technique, ensuring they get hands-on experience.  Guide learners to research artists who use folding techniques in their artwork. Divide learners into small groups and assign each group a specific artist or art style that uses folding techniques (e.g., origami masters, fabric designers, etc.).  Using available resources (books, internet, etc.), learners should research their assigned topic and prepare a brief presentation about the artist and their works.  Each group will present their findings to the class, showcasing the artist's work and the folding techniques they utilize.			Pictures and Videos

	<p>Apply learned folding techniques to create individual artworks. Provide learners with various materials (paper, fabric, etc.) and encourage them to use their creativity to make an original artwork using the folding techniques they've learned.</p> <p>Display the artworks around the classroom and allow learners to appreciate each other's creations.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Name the three folding techniques discussed in class.</li> <li>2. Which folding technique involves intricate bends without actually joining two ends?</li> <li>3. Can you name an artist or art style known for utilizing folding techniques?</li> <li>4. How can the pleating technique be used in both paper and fabric art?</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

<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> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B9. 2.2.2. Exhibit competences in the application of the design process to produce and display own creative musical work.		<b>Indicator:</b> B9.2.2.2.4 Design and produce own musical work that reflects a range of different times and cultures that promote and sensitize the public on emerging topical issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize musical works that address emerging topical issues from various African cultures and design their own musical piece that highlights a chosen issue.			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>	Topical Issues, Sensitize, Rehearsal, Indigenous		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 85			
Phase/Duration	Learners Activities		Resources
PHASE I: <b>STARTER</b>	Play snippets from various songs that address societal issues from different cultures and times. Ask learners: "What do you think these songs are about? Why are such songs important?"  Draw learner's attention to the new lesson's content standard and indicator(s).		
	Have learners research and select musical works from the African continent that address topical issues.  Divide learners into groups and assign each group a topical issue (e.g., climate change, sanitation, democracy).  Using available resources (books, internet, etc.), learners should find and select songs that address their given topic.  Each group will present a summary of their findings, playing excerpts from chosen songs and explaining the song's context, message, and cultural background.  Design a musical piece on a chosen issue. Using inspiration from the researched songs, groups should design their own musical work.  Create a rehearsal plan for performing the designed musical works. Groups will draft a rehearsal plan, identifying and allocating time to different aspects such as singing, drumming, dancing, costume planning, and venue setup.		Music box, pictures and charts

	<p>Encourage learners to think about the logistics of their performance, ensuring that every aspect of their musical piece is practiced and polished.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Why is it important for musicians to address emerging societal issues in their works?</li> <li>2. Name two topical issues addressed in indigenous African music.</li> <li>3. How can music help in sensitizing the public about challenges like climate change or sanitation?</li> <li>4. Why is planning and rehearsing important before performing a musical piece?</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

# FIRST TERM

## WEEKLY LESSON PLAN

### 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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation And The Design Process	
<b>Content Standard:</b> B9 I.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		<b>Indicator:</b> B9 I.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize the importance of the design process in fostering creativity and innovation and apply knowledge of the design process in creative problem solving.				<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>	Design Process, Creativity, Innovation, Problem Solving			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 44				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Display a variety of everyday items (e.g., a chair, a cup, a pencil). Ask learners: "How do you think these items were created? What steps did the designers take to come up with these final products?"  Draw attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Research and record the concept, importance, and application of the design process in creative problem solving.  Divide learners into groups and assign each group a specific topic: the concept of the design process, its importance, or its application in problem solving.  Using available resources (books, internet, etc.), learners should research and make notes on their topic.  Each group will prepare a brief presentation or a poster summarizing their findings.  Reflect on and discuss the findings. Groups present their findings to the class.  Open the floor for questions and discussion, after each presentation. Encourage learners to reflect on the information			Pictures and Videos

	<p>presented and how it relates to the objects shown at the start of the lesson.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the design process, and why is it important in creating products?</li> <li>2. How does the design process foster creativity?</li> <li>3. Why is the design process crucial for innovation?</li> <li>4. Give an example of a problem that can be solved using the design process.</li> </ol>	
<p>PHASE 3: <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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding		<b>Indicator:</b> B9 2.1.1.3 Apply artistic techniques in folding by using available media to make creative artworks.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize artists known for using folding techniques in their artworks and apply these folding techniques to create their own creative artworks.			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	Creasing, Pleating, Knotting, Origami			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Display various folded artworks, ranging from simple origami pieces to intricate pleated fabric designs. Ask learners: "What similarities do you see in these artworks? How do you think they were created?"  Draw attention to the new lesson's content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Identify the techniques in folding such as creasing, pleating, knotting.  Demonstrate each technique using paper or fabric, emphasizing the differences between them.  Provide learners with materials and guide them in practicing each technique, ensuring they get hands-on experience.  Research artists who use folding techniques in their artwork. Divide learners into small groups and assign each group a specific artist or art style that uses folding techniques (e.g., origami masters, fabric designers, etc.).  Using available resources (books, internet, etc.), learners should research their assigned topic and prepare a brief presentation about the artist and their works.  Each group will present their findings to the class, showcasing the artist's work and the folding techniques they utilize.			Pictures and Videos

	<p>Apply learned folding techniques to create individual artworks.</p> <p>Provide learners with various materials (paper, fabric, etc.) and encourage them to use their creativity to make an original artwork using the folding techniques they've learned.</p> <p>Display the artworks around the classroom and allow learners to appreciate each other's creations.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Name the three folding techniques discussed in class.</li> <li>2. Which folding technique involves intricate bends without actually joining two ends?</li> <li>3. Can you name an artist or art style known for utilizing folding techniques?</li> <li>4. How can the pleating technique be used in both paper and fabric art?</li> </ol>	
<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> Performing Arts (Dance and Drama)	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B9. 2.2.3 Producing a Dance Drama		<b>Indicator:</b> B9.2.2.3.8 Post-performance analysis of the original dance drama and/ or one act play	<b>Lesson:</b> I of I
<b>Performance Indicator:</b> Learners can critically analyze the performances created by themselves, with a focus on their representation of socio-cultural issues and the effectiveness of their message.			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>	Topical Issues, Sensitize, Rehearsal, Indigenous, Choreography		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 85			
Phase/Duration	Learners Activities		Resources
PHASE I: <b>STARTER</b>	<p>Play a short clip of a famous dance drama or one-act play that addresses a socio-cultural issue.</p> <p>Ask students to discuss the main issue being portrayed and how effectively it was communicated.</p> <p>Draw learner’s attention to the new lesson’s content standard and indicator(s).</p>		
	<p>Ask learners to share their feelings about their performance.</p> <p>What went well?</p> <p>What challenges did they face?</p> <p>What feedback did they receive from the audience?</p> <p>Discuss the core components of the performance: script, choreography, costumes, props, music, etc. How did each element contribute to highlighting the socio-cultural issue?</p> <p>In their performance groups, learners will discuss and analyze their performance, focusing on the effectiveness of their message, audience engagement, and areas for improvement.</p> <p>Groups swap and watch each other's recorded performances (if available). They then provide constructive feedback, focusing on how well the socio-cultural issue was communicated and the overall impact of the performance.</p> <p>As a class, discuss common themes and differences among the various performances. Highlight standout moments that particularly resonated.</p>		Music box, pictures and charts

	Encourage learners to express their feelings and insights through a brief writing exercise, drawing, or another form of creative expression.	
<b>PHASE 3: REFLECTION</b>	<p>Have a class discussion where learners share their reflections and insights from the assessment questions.</p> <p>Encourage them to consider how they can take action to address the socio-cultural issue they explored.</p>	

# FIRST TERM

## WEEKLY LESSON PLAN

### 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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation And The Design Process.	
<b>Content Standard:</b> B9 I.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		<b>Indicator:</b> B9 I.3.1.3 Demonstrate ability to apply the design process to create artefacts that solve specific problems in the local community		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate the ability to apply the design process to create artefacts that solve specific problems in the local community.			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	Design process, Artefacts, Creativity, Local community			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 45				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Begin with a thought-provoking question: "Think about a problem in our local community that you wish could be solved. What is the problem, and how do you imagine a solution to it?"  Encourage learners to share their ideas.  Draw attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Explain the design process as a systematic approach to problem-solving, which involves defining the problem, brainstorming solutions, creating a prototype, and testing it.  Discuss the importance of identifying specific problems in the local community that learners wish to address.  Encourage learners to share their thoughts and experiences related to community issues.  Discuss the role of creativity and innovation in the design process. Emphasize the need for thinking outside the box and coming up with inventive solutions to local problems.  Divide the class into groups and assign each group a local community problem to address.			Pictures and Videos

	<p>Guide learners through the design process: define the problem, brainstorm solutions, create a prototype (if feasible), and discuss how they would test their solution.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Can you identify a specific problem in the local community that you'd like to address? Describe the problem and your proposed solution.</li> <li>2. How does creativity and innovation play a role in the design process for solving community problems?</li> </ol>	
<p>PHASE 3: <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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> 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		<b>Indicator:</b> B9. 2.2.1.1 Design and produce own visual artworks that reflect a range of different times, cultures and topical issues		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can apply the understanding of design elements from researched artworks in creating a personal artwork.			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	Inspiration, Art-specific Language, Personal Artwork, Peer Evaluation			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Show a modern artwork that is clearly inspired by past cultures or time periods (e.g., a contemporary artwork using Renaissance techniques).  Discuss how artists can draw inspiration from the past.  Draw attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Using their research from Lesson Plan 1, learners will plan and start creating their own artwork, incorporating elements of design inspired by their selected artist or artwork.  Once they've made progress, learners will pair up or form small groups to review each other's work.  Using art-specific language vocabulary such as form, line, texture, color, shape, unity, balance, etc., they provide feedback to their peers.  Learners will use the peer feedback and their personal reflections to further refine their artwork. They'll document their design process and choices.  Learners display their finished artworks in the classroom, accompanied by a brief description highlighting the inspiration and the design elements they incorporated.  <u>Assessment</u>			Pictures and Videos

	<ol style="list-style-type: none"> <li>1. How did your selected artwork or artist inspire your personal artwork?</li> <li>2. Which two art-specific vocabulary words best describe your artwork and why?</li> <li>3. How did you decide on the composition and media for your artwork?</li> </ol>	
<b>PHASE 3:</b> <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 and Drama)	
<b>Class:</b> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B9. 2.2.3: Producing a Dance Drama		<b>Indicator:</b> B9.2.2.3.9. 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> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate and appraise of one's own and others' dance and drama artworks			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	Appreciation, Appraisal, Dance, Drama			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 56				
Phase/Duration	Learners Activities			Resources
PHASE I: <b>STARTER</b>	Begin with a short video clip or performance of a dance or drama artwork that represents a specific time, culture, or topical issue.  After the presentation, ask learners to share their initial thoughts and feelings about the performance.  Draw learner's attention to the new lesson's content standard and indicator(s).			
	Define the terms "appreciation" and "appraisal" in the context of dance and drama artworks.  Explain the importance of critically evaluating and valuing artistic expressions.  Show or present various dance and drama artworks that represent different times, cultures, or topical issues.  Encourage learners to observe, analyze, and discuss the elements that make each performance unique.  Divide the class into groups and assign each group a specific artwork to analyze.  In their groups, learners should discuss and answer questions related to the performance's themes, cultural context, and the emotions it conveys.  Have learners organize an art exhibition where they showcase their own dance and drama artworks that reflect various times, cultures, and topical issues.			Music box, pictures and charts

	<p>Encourage learners to provide descriptions and explanations of their pieces.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What does it mean to appreciate and appraise dance and drama artworks?</li> <li>2. Can you identify a dance or drama performance that resonated with you during the lesson? What aspects of the performance stood out?</li> <li>3. During the art exhibition, what was the most interesting or impactful artwork you encountered, and why?</li> </ol>	
<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>	



# FIRST TERM

## WEEKLY LESSON PLAN

### WEEK 9

<b>Week Ending:</b> 30-11-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Design	
<b>Class:</b> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation And The Design Process.	
<b>Content Standard:</b> B9 I.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		<b>Indicator:</b> B9 I.3.1.3 Demonstrate ability to apply the design process to create artefacts that solve specific problems in the local community		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can demonstrate the ability to apply the design process to create artefacts that solve specific problems in the local community.			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	Design process, Artefacts, Creativity, Local community			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 45				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Begin with a thought-provoking question: "Think about a problem in our local community that you wish could be solved. What is the problem, and how do you imagine a solution to it?"  Encourage learners to share their ideas.  Draw attention to the new lesson's content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Explain the design process as a systematic approach to problem-solving, which involves defining the problem, brainstorming solutions, creating a prototype, and testing it.  Discuss the importance of identifying specific problems in the local community that learners wish to address.  Encourage learners to share their thoughts and experiences related to community issues.  Discuss the role of creativity and innovation in the design process. Emphasize the need for thinking outside the box and coming up with inventive solutions to local problems.  Divide the class into groups and assign each group a local community problem to address.			Pictures and Videos

	<p>Guide learners through the design process: define the problem, brainstorm solutions, create a prototype (if feasible), and discuss how they would test their solution.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Can you identify a specific problem in the local community that you'd like to address? Describe the problem and your proposed solution.</li> <li>2. How does creativity and innovation play a role in the design process for solving community problems?</li> </ol>	
<p>PHASE 3: <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> 30-11-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Visual Arts	
<b>Class:</b> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B9. 2.2.1. Demonstrate the skill to correlate and generate ideas from creative artworks of African artists that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B9. 2.3.1.1. Identify, discuss, and analyze creative artworks of African visual artists that reflect their background, influence and way of solving continental issues		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify, discuss, and analyze creative artworks of African visual artists			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	African visual artists, Background, Influences, Continental issues			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Begin with a slideshow or display of artworks from prominent African visual artists.  Ask learners to share their initial reactions and thoughts about the artworks. Encourage them to notice patterns, themes, and styles.  Draw attention to the new lesson’s content standard and indicator(s).			
PHASE 2: <b>NEW LEARNING</b>	Showcase artworks from various African visual artists, representing different disciplines (painting, sculpture, photography, etc.).  Facilitate a guided discussion on the elements, styles, and themes present in the artworks.  Assign learners to scout for information on prominent African visual artists. <i>Example: Tribe, Education, Philosophy and Competition/ Exhibition, Achievements etc. (Ablade Glover, Dorothy Amenuke, Saka Aquaye, etc</i>  Have them gather details about the artists' background, influences, and the themes addressed in their artworks.  In small groups, have learners classify the gathered information based on disciplines (painting, sculpture, etc.).  Facilitate group discussions on commonalities and differences among the artists.			Slideshow or display of artworks

	<p>Discuss how African visual artists use their work to address continental issues such as identity, social justice, environmental concerns, etc.</p> <p>Encourage critical analysis of specific artworks in relation to the identified issues.</p> <p>Allow learners to choose one African visual artist from the list and explore their artworks in more detail.</p> <p>Have each student present their chosen artist and artwork to the class, explaining the artist's background and influences.</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> 30-11-2023		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B9. 2.3.2: Demonstrate the skill to correlate African music that reflect the history, culture and topical issues		<b>Indicator:</b> B9. 2.3.2.3. Distinguish different ways musical works of African art composers reflect the history, culture, environment and topical issues		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate and appraise of one's own and others' dance and drama artworks			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>		Musical Reflections, African Art Composers, Topical Issues, Transcription		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 56				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Begin with a brief listening session featuring excerpts from musical works by Akin Euba and J. H. K. Nketia.  Ask learners to share their initial impressions and any observations about the music.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
	Provide background information on Akin Euba and J. H. K. Nketia, emphasizing their contributions to African music and their distinct styles.  Play selected musical pieces by both composers, ensuring a diverse range that reflects their individual styles and themes.  Encourage learners to jot down their initial thoughts and feelings about each composition.  Facilitate a class discussion on the observations made during the listening session.  Explore how elements of history, culture, and environment are reflected in the musical works of Akin Euba and J. H. K. Nketia.  Guide learners in a comparative analysis of the two composers. Discuss similarities and differences in their approaches to musical expression and the themes they address.			Music box, pictures and charts, Musical excerpts by Akin Euba and J. H. K. Nketia

	<p>Introduce a popular song by an African composer that addresses an emerging topical issue (e.g., social justice, environmental concerns).</p> <p>In small groups, learners transcribe a segment of the chosen song, paying attention to musical elements such as rhythm, melody, and harmony.</p> <p>Each group presents their transcriptions, highlighting the musical elements that contribute to the expression of the song's message.</p> <p>Encourage discussion on how musical compositions can effectively convey social or topical issues.</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>	

# FIRST TERM

## WEEKLY LESSON PLAN

### 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> B9		<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> 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			<b>Indicator:</b> B9. 2.2.1.1 Design and produce own visual artworks that reflect a range of different times, cultures and topical issues	
			<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can appreciate the elements of design present in artworks from different times and cultures.			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>		Composition, Elements of Design, Media, Techniques		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47				
Phase/Duration		Learners Activities		Resources
PHASE 1: <b>STARTER</b>		Display an artwork from a well-known artist from a different time or culture (e.g., a piece by Frida Kahlo or an ancient Egyptian mural).  Ask learners to identify and list elements they observe in the artwork.  Draw attention to the new lesson’s content standard and indicator(s).		
PHASE 2: <b>NEW LEARNING</b>		Learners select an artist or artwork from a different time or culture of their choice.  Using various resources (books, internet, etc.), they research and document the elements of design used in the artworks such as color, media, techniques, composition, and content.  In groups, learners discuss the artist or artwork they selected, sharing their findings with their peers.  Each student prepares a short visual presentation showcasing the artwork, highlighting the elements of design they've researched.  <u>Assessment</u> • Which artist or artwork did you select and why?		Pictures and Videos

	<ul style="list-style-type: none"> <li>• Describe two key elements of design you noticed in the artwork.</li> <li>• How does the culture or time period influence the techniques and media used in the artwork?</li> <li>• What was the most surprising thing you learned about your selected artwork or artist?</li> </ul>	
<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>	



<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> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> 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		<b>Indicator:</b> B9. 2.2.2.5 Plan and display own and others' musical works within the African continent that promote and sensitize the public on emerging topical issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can create their own musical pieces that address a current topical issue within the African continent.			<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>	Original Composition, African Context, Musical Expression, Public Awareness		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 85			
Phase/Duration	Learners Activities		Resources
PHASE 1: <b>STARTER</b>	Share a brief story or news article about a current event or issue in Africa. Discuss learners' feelings and thoughts about the issue.  Draw learner's attention to the new lesson's content standard and indicator(s).		
	Learners brainstorm topical issues they're passionate about. They then choose an issue they'd like to address through their music.  Provide learners with resources and guidance on songwriting. Encourage them to draft lyrics, melodies, or rhythms that convey their message.  Learners pair up or form small groups to share their compositions and receive constructive feedback.  Learners refine their compositions based on feedback and prepare for a class performance.  Host a class "concert" where each student or group performs their piece, promoting awareness about their chosen topical issue.  <u>Assessment</u>  Which topical issue did you choose for your musical piece and why? How did you use music to convey the message or emotion about your chosen issue? What challenges did you face while creating your musical piece? How did peer feedback influence your final composition?		Music box, pictures and charts

<b>PHASE 3: REFLECTION</b>	Have a class discussion where learners share their reflections and insights from the assessment questions.  Encourage them to consider how they can take action to address the socio-cultural issue they explored.	
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