

**TERM THREE**  
**WEEKLY LESSON PLAN – B7**  
**WEEK 10**

<b>Week Ending:</b> 18 <sup>th</sup> NOV, 2022		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<b>Strand:</b> Visual Arts	
<b>Class:</b> B7		<b>Class Size:</b>	<b>Sub Strand:</b> Connections in Local and Global Cultures	
<b>Content Standard:</b> Visual Arts B7. 2.3.1. Demonstrate the ability to correlate and generate ideas from visual artworks in the community that reflect a range of different times, cultures and topical issues.			<b>Indicator:</b> B7. 2.3.1.2. Identify visual artworks that reflect the history, culture, environment and topical issues in the community.	
<b>Performance Indicator:</b> Learners can use visual artworks to solve topical issues in the community			<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can use visual artworks to solve topical issues in the community		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>	Chieftaincy, landmarks, artists and artworks, events, festivals, tourist sites			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Learners answer questions on how to generate ideas from visual artworks in the community.  Share performance indicators and introduce the lesson.			
PHASE 2: <b>NEW LEARNING</b>	Learners appreciate and appraise the pre-independence and post-independence history, culture, environment and topical issues in the community reflected in the selected visual artworks. Example: What time or era? <ul style="list-style-type: none"><li>Is it the pre-independence era characterized by independence movements and struggles?</li><li>Is it the post-independence era marked by multi-party democracy?</li></ul> Learners compare the nature of the selected artworks to determine their similarities and differences in terms of their functional, aesthetics, social and cultural values. Example: Type of media: <ul style="list-style-type: none"><li>pastel, oil, water, acrylic, clay, wood, metal, fabric, paper. Etc.</li><li>purposes of artworks:</li><li>social events, market scenes, landscapes, plants, animals, folklore, religious, political, etc.</li></ul> Learners reflect on the effects of the history and culture of the topical issues in the selected visual artworks. Example: <ul style="list-style-type: none"><li>Does the work portray a topical issue of an era?</li></ul>			pictures or video on the festivals, tourist sites (natural and man-made) chieftaincy etc.

	<ul style="list-style-type: none"> <li>• Is the issue or message conveyed using the media, techniques and elements and principles of art?.</li> </ul> <p><u>Assessment</u> Learners research and document how the history, culture, environment and topical issues in the community is reflected in the selected visual artworks.</p>	
PHASE 3: <b>REFLECTION</b>	Learners talk and make individual or collaborative presentations on information recorded.	

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<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Connections in Local and Global Cultures	
<b>Content Standard:</b> B7. 2.2.3. Music Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community, that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B7. 2.3.2.4 Appreciate and appraise an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate and appraise an indigenous and a neo-traditional group within the community			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Enquiry, research, interview, indigenous, neo-traditional, exponent, allegory,		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>show a video of one of the class performances recorded a fortnight ago (the Dance Drama Composition) or a similar video clip.</p> <p>Recap of previous lesson using RCA technique.</p> <p>Draw learners attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Play the following video clips of indigenous musical forms briefly and discuss the genres involved with the class, namely:</p> <ul style="list-style-type: none"> <li>• recitative song forms (nnwomkrô, ebibindwom, etc.),</li> <li>• dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.),</li> <li>• vocal effects (yodeling, ululation, holler, nasalization).</li> </ul> <p>Review the definition of the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely;</p> <ul style="list-style-type: none"> <li>• Formalism</li> <li>• Referentializm</li> <li>• Absolutism</li> <li>• Expressionism</li> </ul> <p>Try and come down to the level of learners</p> <p>Discuss with learners, the basic elements of an indigenous and a neo-traditional group—origin, ethnic group, gender, age, instruments, song themes, dance movements, stylized dances, singing, drumming, costume, venue, etc.</p> <p>Put learners into small groups to compare and contrast two selected indigenous and neo-traditional genre types they researched.</p>	Pictures and Videos

	<p>Groups will organize the data collected and write up an aesthetic appreciation report.</p> <p>Ask groups to present the analysis (similarities and differences) in the indigenous and the neo-traditional group within the community to the class.</p> <p>Ask other groups to comment on the data presented. Sum up the lesson, and ask groups to go and do more extensive research on the indigenous and a neo-traditional group within the community for the future.</p> <p><u>Assessment</u></p> <p>(i) Ask learners to peer assess their colleagues.</p> <p>(ii) Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.</p> <p>(iii) Explain the form the final summative examinations will take</p>	
<p><b>PHASE 3:</b></p> <p><b>REFLECTION</b></p>	<p>Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk.</p> <p>Summarize core-points for learners' reflection.</p> <p><u>Homework</u></p> <p>Explain to students the form the final end of year summative examination will</p>	

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<b>Content Standard:</b> B7. 2.3.3. Dance and Drama Demonstrate the ability to correlate and generate ideas from creative artworks of dancers and actors in the community that reflect a range of different times.		<b>Indicator:</b> B7. 2.3.3.6 Analyze works of other dance and drama artistes based on the history, culture, environment and topical issues in and around their communities.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can analyze works of other dance and drama artistes			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	connections      correlation      local      global      analyze,			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Introduce lesson by singing a familiar song and dance. Build interest and confidence of learners based on theme of song.			
PHASE 2: <b>NEW LEARNING</b>	Show a video (dance or drama) of other places to learners.  Facilitate analysis or discussion of the video based on the history, culture, environment and topical issues in and around the community.  Summarise the main ideas for learners' reflection.  Write a group report on Aku Sika by Martin Owusu and/or The Palmwine Drinkard by Adinku for class presentation.  Assessment Let learners create own skits based on history, environment and social security (SSNIT Pension) issues, sanitation, energy conservation, etc. in the community for class discussion			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk. Summarize core-points for learners' reflection.			