TERM THREE WEEKLY LESSON PLAN – B7 WEEK 3

Week Ending: 30th SEPT, 2022		DAY:	Subjec	Subject: Creative Arts And Design					
Duration: 50MINS			Strand	Strand: Visual Arts					
Class: B7		Class Size: Sub Strand: Med		rand: Media And T	a And Techniques				
Content Standard: B7. 2.1.2. Music Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.				onduct songs in simp and quadruple time	ole Lesson: I of I				
Performance Inc Learners can apply media to create vis	the techniques in ual artworks		-	PL3.2: PL6.1: CG3.4: PL6.2: DL3.3					
Key words		ythm, semibreve, minim, crotchet, quaver, semiquaver, rhythm, internalize, rational symbols, durational value, beat, pulse, rests							
Reference: Creat	tive Arts And Des	ign Curriculum P	P.g. 32						
Phase/Duration PHASE I: START		Learners Activities Ask the class to sing 'Hen Ara Asaase Ni' as one of the							
	• What is Draw atten indicator(s)	 Did you enjoy the song? What is meaning of the song? Draw attention to the new lesson's content standard and indicator(s). 							
PHASE 2: NEW LEARNING	Show learne	Brainstorm learners to explain the concept of time signature. Show learners a score of music in simple - duple, triple and quadruple time signatures.							
	the top figu Draw atten Mathematic	Discuss the location of time signatures on the score. Explain the top figure and the lower figure. Draw attention to the fact that it is not a fraction as in Mathematics (numerator and denominator).							
	small group goes round Explain the	Sive out time signature tasks and break learners into their small groups to discuss and explain their meanings. Teacher goes round to offer help where needed Explain the concept of beat patterns. Demonstrate beat patterns in two, three and four for learners to imitate.							

	Put learners into their small groups to go and practise the beat patterns with songs of their own choice from.	conducting patterns
	Call groups back to present their solutions to the tasks. Encourage peer assessment and comments on other issues that comes up, e.g., beat pattern conducting, core values, etc.	
	Assessment (i) Ask learners to comment on the peer assessment they did on the groups. (ii) Ask all learners to sing the Ghana National Anthem in their seats and conduct.	
PHASE 3: REFLECTION	Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired. Ask learners to tell what they have learnt.	
	Homework Learners to continue practicing the conducting beat patterns	

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Duration: 50MINS				Strand: Per						
Class: B7 Class			Size:	Sub Strand:	Media And T	echni	ques			
Content Standard: B7. 2.1.3: Dance and Drama Demonstrate understanding and apply media, voice and movement techniques in dance and drama			techniques	Explore and ex of dance, body actions in the G		Lesson: of				
Performance Indicator: Learners can conduct songs in simple duple,			riple and qua	druple time	p etencies: : CG5.4: PL6.2					
Key words Mimie	ords Mimic, mimicry, mime, flexibility, facial									
Reference: Creative	Arts And Des	sign Curri	culum P.g. I	I						
Phase/Duration	Learners A					Res	ources			
PHASE I: STARTER	Do "Pick and Act" game with learners on dance and drama. Explore gestures and facial expressions in dance and drama									
PHASE 2: NEW LEARNING PHASE 3:	Guide learners to identify types of performance space. Help learners identify the 4 basic parts of a performance space. Explore how actors and dancers move in a performance space. Discuss how body profiles and positions affect voice quality in a performance space. Have learners to differentiate between projection and shouting. <u>Assessment</u> What is performnace space? Identify the 4 basic parts of a performance space						ure/ video ter, letter 'or notices,			
REFLECTION	positions and on a perform <u>Homework</u> • Learner the com • Learner	d create ov nance stage to observ nmunity for	wn (imaginary e. ve different ar discussion in imitate three	on body profiles) profiles and po- nimal and human class. different movem	sitions movements in					