## TERM THREE WEEKLY LESSON PLAN – B7 WEEK 7

Week Ending: 28th OCT, 2022		DAY:	Subject:	Subject: Creative Arts And Design			
Duration: 60MINS			Strand:	Strand: Design			
Class: B7		Class Size:	Sub Stra Environme	<b>and:</b> Design in Nature ent	e and the Manmade		
B7. I.I.I. Demonstrate understanding of design as a concept in relation to		Indicator: B7 1.1.1.3 Research 'principles of design' to describe how the are used to organize the 'elements of design' into building b for visual design, composition and creative expression of ide t constitutes the 'elements of Core Competen PL5.2: PL6.1: CG5.		eas.			
design' in nature Key words	Emphasis, balance, scale, value, unity, rhythm, contrast, repetition, proportion, movement.						
Reference: Creative	Arts And Desig	gn Curriculum P.g. 32					
Phase/Duration	Learners Activities				Resources		
PHASE I: <b>STARTER</b>	Show a 5-minute video/pictures on the organization elements of design Share performance indicators and introduce the lesson						
PHASE 2: <b>NEW</b> <b>LEARNING</b>	Learners brainstorm and reflect on the use of principles of design Examples: rhythm, repetition, contrast, etc. Learners identify the skills in creating composition with elements and principles of design. Learners practice the techniques by drawing using both natural and manmade environment. Have learners apply knowledge of 'elements and 'principles' of design' to create own designs using appropriate tools			pencils paper charcoal pencil pastel crayons scissors brushes			
PHASE 3: REFLECTION	Learners talk <u>Homework</u> Learners prac 'principles' of	about the techniques tice the techniques in design' to reflect the etition, balance, prop	used with th creating eler environment	eir peers. ments and			

	Week Ending: 28th OCT, 2022         DAY:			Subject: Creative Arts And Design			
Duration: 60MINS			Strand: Performing Arts				
	Class Size:	<b>Sub Strand:</b> Connections in Local and Global Cultures			Global		
<b>Content Standard:</b> Music B7. 2.2.2. Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms			Indicator:Lesson:B7. 2.3.2.6. Organize an appreciation and appraisal of own and others' musical worksI of I				
<b>Performance Indicator:</b> Learners can show appreciation and appraisal of own and artworks			others Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3				
ormalism , refe	rentialism, absolut	ism, expressior	nism, rhythm, semibr	reve, mi	inim		
ts And Design	Curriculum P.g. 3	2					
				Resou	irces		
<ul> <li>Centre, preferably during the circuit, district or regional cultural festival.</li> <li>Ask learners to talk about parts of the pictures that interest them.</li> <li>Have you witnessed or saw an exhibition?</li> <li>What items did see being displayed or showcased?</li> <li>Draw attention to the new lesson's content standard and indicator(s).</li> </ul>							
rms (nnwomkr tsiagbekô, adov odelling, ululati eview the defin ewpoints in eva formalism Referentialism Absolutism Expressionism eview briefly th ercussive Instru how the piec how the piec how interest complement lect a dance or ssons and play	ô, ebibindwom, er va, kete, baamaaya on, holler, nasalisa ition of the four ( luating a musical v e elements of Art ments; re began re ended ing the bass drum ing the inner parts ed each other.	tc.), dance genr a, etc.) and voc ation). 4) terms that d work, namely beat was s had a dialogue d and performe Put learners in	e song forms al effects escribe aesthetic osition for e and ed in the previous to three groups	Percu	oosition for ssive ments		
	e ability to con nous creative iation and app rmalism, refer is And Design arners Activitie rners are to want ntre, preferably c learners to tal Have you witr What items di aw attention t icator(s). y the following a learners to ic ms (nnwomkr siagbekô, adow idelling, ululati view the defin wpoints in eva ormalism eferentialism bsolutism xpressionism view briefly th rcussive Instru how the piec how interest complementa ect a dance or sons and play d ask them in t	sic e ability to correlate and mous creative musical forms i iation and appraisal of own and crmalism , referentialism, absolut is And Design Curriculum P.g. 3 arners Activities rners are to watch pictures on an intre, preferably during the circuit, or a learners to talk about parts of the Have you witnessed or saw an ex What items did see being displaye aw attention to the new lesson' icator(s). y the following video clips of ind a learners to identify the genres ms (nnwomkrô, ebibindwom, ei- siagbekô, adowa, kete, baamaay odelling, ululation, holler, nasalisa view the definition of the four (wpoints in evaluating a musical wo ormalism eferentialism .bsolutism xpressionism view briefly the elements of Art rcussive Instruments; how the piece began how the piece began how the piece anded how interesting the bass drum how interesting the inner parts complemented each other.	Class Size:       Cultures         sic       Indicator:         e ability to correlate and mous creative musical forms       B7. 2.3.2.6. Org appraisal of own         iation and appraisal of own and others         rmalism , referentialism, absolutism, expression         rs And Design Curriculum P.g. 32         arrners Activities         rrners are to watch pictures on an exhibition or visintre, preferably during the circuit, district or region         a learners to talk about parts of the pictures that in         Have you witnessed or saw an exhibition?         What items did see being displayed or showcased         aw attention to the new lesson's content standicator(s).         y the following video clips of indigenous musical         clearners to identify the genres involved, name         ms (nnwomkrô, ebibindwom, etc.), dance genres         siagbekô, adowa, kete, baamaaya, etc.) and voor         view the definition of the four (4) terms that d         wpoints in evaluating a musical work, namely         ormalism         efferentialism         bysolutism         xpressionism         view briefly the elements of Art Musical Comp         rousive Instruments;         how the piece began         how the piece began         how the piece began         how the piece be	Class Size:       Cultures         sic       Indicator:         e ability to correlate and nous creative musical forms       B7. 2.3.2.6. Organize an appreciation appraisal of own and others' musical vapraisal of own and others musical vapraisal of own and others         iation and appraisal of own and others       Core Competen PL5.2: PL6.1: CG5.         rmalism , referentialism, absolutism, expressionism, rhythm, semibrits And Design Curriculum P.g. 32         trners Activities         rmers are to watch pictures on an exhibition or visit an exhibition nure, preferably during the circuit, district or regional cultural festival.         clearners to talk about parts of the pictures that interest them. Have you witnessed or saw an exhibition?         What items did see being displayed or showcased?         aw attention to the new lesson's content standard and icator(s).         y the following video clips of indigenous musical forms briefly and clearners to identify the genres involved, namely recitative song ms (nnwomkrô, ebibindwom, etc.), and vocal effects adelling, ululation, holler, nasalisation).         view the definition of the four (4) terms that describe aesthetic wpoints in evaluating a musical work, namely ormalism efferentialism bsolutism xpressionism         view briefly the elements of Art Musical Composition for rcussive Instruments; how the piece began how the piece ended how interesting the bass drum beat was how interesting the inner parts had a dialogue and	Class Size:       Cultures         sic       ability to correlate and mous creative musical forms       B7. 2.3.2.6. Organize an appreciation and appraisal of own and others' musical works         :       appraisal of own and others       Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2         rmalism , referentialism, absolutism, expressionism, rhythm, semibreve, m       rs And Design Curriculum P.g. 32         armers Activities       Resource and the pictures on an exhibition or visit an exhibition ntree, preferably during the circuit, district or regional cultural festival.       Resource and the pictures of the pictures that interest them.         Have you witnessed or saw an exhibition?       What items did see being displayed or showcased?       Art M         aw attention to the new lesson's content standard and icator(s).       y the following video clips of indigenous musical forms briefly and signed, adowa, kete, baamaaya, etc.) and vocal effects       Art M         widelling, ululation, holler, nasalisation).       wiew the definition of the four (4) terms that describe aesthetic wpoints in evaluating a musical work, namely ormalism eferentialism bisolutism xpressionism       Art Musical Composition for rcussive Instruments; how the piece began how the piece began how the piece degan how the piece		

	<ul> <li>Ask groups to present their aesthetic appreciation report written to the class based on the guidelines.</li> <li>Example:</li> <li>Description of the work: this stage involves describing what the work is made of, size of the work and materials used.</li> <li>The subject matter: this stage talks about the meaning of the work.</li> <li>Appraisal: this stage talks of the use of the artwork.</li> <li>Experience to share: this stage talks about the design process</li> <li>Ask other groups to comment on the report presented. Sum up the lesson, and ask groups to go watch the other two videos of the class for presentation at the next lesson.</li> <li><u>Assessment</u></li> <li>Ask learners to peer assess their colleagues in group presentations. Close the lesson by allowing learners to reflect, connect and apply</li> </ul>	
PHASE 3: REFLECTION	the knowledge acquiredLearners reflect and share aesthetic experience for future refinement and modification.Homework Ask learners to go and watch the other videos of the class and write a brief aesthetic appreciation on each for presentation at the 	

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Class: B7		Class Size:		Sub Strand: Cr Expressions	etic		
<b>Content Standar</b> B7.2.2.3. Demonst of design process ( and display own cr	produce	Indicator: B7.2.2.3.9 Organize an appreciation and appraisal of own and others' artworks			Lesson: I of I		
Performance indicator: Learners can show appreciation and appraisal of own and others artworks				Core Compet PL5.2: PL6.1: C DL5.3			
Key words       Design, concept, artworks, aesthetic, organize, history, culture, display ,community plan venue, posters, appraisal, appreciation         Reference:       Creative Arts And Design Curriculum P.g. 32						,community	
Phase/Duration	Learners Activities					Resources	
PHASE I:	Ask learners to play	a stone pas	sing game	in small groups are	ound their		
STARTER	tables. Recap of previous lesson using RCA technique. Draw learners attention to the new lesson's content standard and indicator(s).						
PHASE 2: NEW LEARNING	Guide learners to brainstorm on how to organize appreciation and appraisal events.       Pictures and Videos         Show a poster, letter and/or notice, etc. to learners.       Figure 1 and/or notice, etc. to learners.         Figure 1 and						
PHASE 3: REFLECTION	Guide learners to d Close the lesson by after the gallery-wal Summarize core-po <u>Homework</u> Do further investiga performances. • Joir	facilitating a k. ints for learr ation on how	discussio ners' refle v to desig	n on posters design ction. n posters for public	·		