

# **BASICI**

**STRAND I: Visual Arts**  
**SUB-STRAND I: Thinking and Exploring Ideas**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 1.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<p><b>BI 1.1.1.1</b>  <b>Think about the people who live in the local community and describe what you know about their history and their culture or way of life</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• think about the different groups of people who live in the local community (your village, town, city or district);</li> <li>• share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started);</li> <li>• share stories that describe the culture or way of life (including their language, the food they eat, their dressing, type of buildings, farming tools, way of cooking, body marks, songs, dances, artworks) of people in the community;</li> <li>• listen to and ask questions about stories told by community elders or resource persons that explain the history and culture of the people in the community;</li> <li>• take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community. Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos of artworks on the internet;</li> <li>• use ideas gained to plan to create own visual artworks that describe the people and how they live describe who the people are and how they live.</li> </ul> <p><b>BI 1.1.1.2</b>  <b>Think about and describe the different visual artworks that are produced or found in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• think about visual artworks (including drawings, clay pots, posters, wood carvings, calendars) they know of or have seen in the community;</li> <li>• look at photographs or pictures that show artworks in books, catalogues, magazines and identify them by name or what they are made of or used for;</li> <li>• identify and share ideas about different kinds of visual artworks that are produced or found in the local community;</li> </ul>	<p><b>Critical Thinking</b></p> <p><b>Digital Literacy</b></p> <p><b>Collaboration</b></p> <p><b>Communication</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>BI 1.1.1</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<ul style="list-style-type: none"> <li>• visit the workplace of a visual artist (graphic designer making prints on T-shirts, pottery artist making clay pots, textile artist weaving Kente, sculptor making cement statue, etc.) to observe, ask questions, make notes and learn about their work practices;</li> <li>• record knowledge gained for planning own visual artworks.</li> </ul> <p><b>BI. 1.1.1.3</b> <b>Reflect on own experiences and talk about how the visual artworks produced or found in the local community reflect the natural environment</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• show knowledge about natural things (e.g. stone, wood, feather); <ul style="list-style-type: none"> <li>• describe what makes up the natural environment (e.g. plants, rivers, animals, clouds). Where possible, use ICT devices to watch videos on the natural environment;</li> </ul> </li> <li>• take out-of-classroom walk to observe natural objects in the surroundings and collect samples and/or take photographs;</li> <li>• organise the sample of natural objects and study their features variety of colours, shapes, size, etc. observed in them;</li> <li>• organise the sample of natural objects collected to create a ‘natural learning corner’ in the classroom;</li> <li>• share ideas about the sample of natural objects</li> <li>• develop ideas for drawing and colouring pictures, modelling</li> <li>• consider the features of the things observed in the natural environment, e.g. beauty, size, smoothness, roughness, hardness, softness, how shiny, variety, repetition, weight, space, shape, form, line, colour, texture).</li> </ul>	<p><b>Critical Thinking</b></p> <p><b>Digital Literacy</b></p> <p><b>Collaboration</b></p>

**STRAND I: VISUAL ARTS**  
**SUB-STRAND I: Thinking and Exploring Ideas**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 1.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<p><b>BI 1.1.1.4</b>  <b>Explore own experiences and talk about how the visual artworks produced or found in the local community reflect local topical issues</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• reflect on conditions in the local community and identify topical issues (e.g. choked gutters, flooding, road safety) of concern to the people</li> <li>• talk about the causes of the local topical issues (e.g. plastic materials, sand winning, buildings on water ways) in the local community</li> <li>• share ideas on how the features of any local visual artwork reflect any topical issue experienced in the community</li> <li>• explore how topical issues can influence the making of visual artworks</li> <li>• use knowledge gained to make decisions for improvising own visual artworks that express their views of topical issues experienced in the community.</li> </ul>	<p><b>Critical Thinking</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Collaboration</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 1: Thinking and Exploring Ideas**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 2.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<p><b>BI 2.1.1.1</b>  <b>Think about the people who live in the local community and describe what you know about their history and their culture or way of life</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• think about the different groups of people who live in the local community (your village, town, city or district)</li> <li>• share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started)</li> <li>• share stories that describe the culture or way of life (including their language, the food they eat, their dressing, type of buildings, farming tools, way of cooking, body marks, songs, dances, artworks) of people in the community</li> <li>• listen to and ask questions on stories told by community elders or resource persons that explain the history and culture of the people in the community</li> <li>• take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community. Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos on the internet</li> <li>• use ideas gained to plan to create own performing artworks that describe the people and how they live.</li> </ul> <p><b>BI 2.1.1.2</b>  <b>Think about and describe the different performing artworks that are produced or performed in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• think about performing artworks (music, dance, drama, poetry) they know of or have seen produced or performed in the local community</li> <li>• look at photographs or pictures or watch videos that show different music, dance and drama performances and identify them by name or talk about how these performing artworks are produced or used for in the community</li> <li>• share and act familiar music, dance and drama in the local community;</li> <li>• identify and share ideas about different kinds of performing artworks</li> </ul>	<p><b>Critical Thinking</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 1: Thinking and Exploring Ideas**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI.2.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<ul style="list-style-type: none"> <li>• that are produced or performed in the local community</li> <li>• visit the workplace of a performing artist (e.g. musician, dancer, poet, choreographer) to observe, ask questions, make notes and learn about their instruments and work practices</li> <li>• record knowledge gained for improvising own performing artworks.</li> </ul> <p><b>BI 2.1.1.3</b>  <b>Reflect on own experiences and talk about how the performing artworks produced or performed in the local community reflect the natural environment</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• show knowledge about natural things or objects (e.g. stone, wood, feather);</li> <li>• describe what makes up the natural environment (e.g. plants, rivers, animals, clouds). Where possible, use ICT devices to watch videos on the natural environment;</li> <li>• take out-of-classroom walks to observe natural things and objects in the local surroundings and collect samples and/or take photographs or make videos of the natural environment</li> <li>• organise samples of natural objects collected to create a ‘natural learning corner’ in the classroom</li> <li>• observe the natural objects carefully and talk about their features (e.g. colour, shape, size, smoothness, roughness, weight, sound they make, movements)</li> <li>• share ideas about how any of the natural objects collected can be used to produce or perform music, dance or drama in the local community</li> <li>• use ideas gained to improvise own performing artworks that express knowledge of the natural environment.</li> </ul>	<p><b>Creativity and Innovation</b></p> <p><b>Digital Literacy</b></p> <p><b>Critical Thinking</b></p> <p><b>Collaboration</b></p>

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI.2.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<p><b>BI 2.1.1.4</b>  <b>Explore own experiences and talk about how performing artworks produced or performed in the local community reflect local topical issues</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• reflect on conditions in the local community and identify topical issues (e.g. choked gutters, flooding, road safety) of concern to the people</li> <li>• talk about the causes of these local issues (e.g. plastic materials, sand winning, buildings on water ways) in the local community</li> <li>• share ideas on how the features of any local music, dance or drama reflect any topical issue experienced in the community</li> <li>• explore how topical issues can promote the making of performing artworks</li> <li>• use knowledge gained to improvise own performing artworks that express own views on topical issues experienced in the community.</li> </ul>	<p><b>Critical thinking</b></p> <p><b>Collaboration</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI.1.2.2</b>            Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.</p>	<p><b>BI 1.2.2.1</b>  <b>Reflect on own experiences of visual artworks produced or found in the local community to plan for making own artworks from imagination to reflect the history and culture or way of life of the people</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• refresh their memory on visual artworks that are produced or found in the local community;</li> <li>• recall all kinds of visual artworks that reflect the history and culture of the people;</li> <li>• make decisions on how the artworks (e.g. drawing, poster, clay, modelling) they plan to make will reflect the history and culture or way of life of people in the local community.</li> </ul> <p><b>BI 1.2.2.2</b>  <b>Develop ideas for making own visual artworks that express own understanding of visual artworks produced or found in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• develop own ideas on the nature of visual artworks produced or found in the local community (e.g. clay pots, baskets, carvings, beads);</li> <li>• make decisions on tools, materials and visual arts making methods that are suitable for making those artworks;</li> <li>• plan how the choice of artworks will be made to express the history and culture/way of life of people in the local community;</li> <li>• make pencil and crayon doodles/ scribbles/outlines to define the choice of artworks they have in mind.</li> </ul>	<p><b>Critical Thinking</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Decision Making</b></p> <p><b>Cultural Identity</b></p>



**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 1.2.2</b>            Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.</p>	<p><b>BI 1.2.2.3</b>  <b>Explore available means of using relevant visual arts making tools, materials and methods to make own artworks that reflect the natural and man-made environments of the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• recall ideas gathered on the making and use of visual artworks that are produced or found in the local community;</li> <li>• refine own ideas on visual art making tools, materials and methods used by the local artists;</li> <li>• organise and develop own ideas, knowledge an understanding of what makes up the natural and man-made environment;</li> <li>• make pencil/crayon outlines to define the artworks they plan to make to reflect the natural and man-made environments.</li> </ul> <p><b>BI 1.2.2.4</b>  <b>Make firm decisions on the relevant visual arts making tools, materials and methods for creating own visual artworks that reflect local topical issues in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• recall from memory what current issues are of concern to people in the local community;</li> <li>• recall the selection of local artworks that reflect current topical issues of concern to the local community;</li> <li>• make pencil/crayon outlines to define the artworks they plan to make to reflect the topical local issues;</li> </ul>	<p><b>Critical Thinking</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Decision Making</b></p> <p><b>Cultural Identity</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 2.2.2</b>            Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.</p>	<p><b>BI 2.2.2.1</b>  <b>Reflect on own experiences of performing artworks that are produced or performed in the local community to plan for creating own artworks that will reflect the history and culture or way of life of people in the local community</b></p> <p>Learners are to</p> <ul style="list-style-type: none"> <li>• refresh their memory on music, dance and drama that are produced or found in the local community;</li> <li>• recall all kinds of music, dance, drama that reflect the history and culture of the people;</li> <li>• make decisions on how the performing artworks they plan to make or perform will reflect the history and culture or way of life of the people.</li> </ul> <p><b>BI 2.2.2.2</b>  <b>Develop ideas for making own artworks that express own understanding of performing artworks produced or performed in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• develop ideas on the nature of performing artworks (music, dance and drama) produced or performed in the local community</li> <li>• make decisions on instruments, resources and techniques that are suitable for making these performing artworks</li> <li>• plan how the choice performing artworks will be made to express the history and culture or way of life of people in the local community.</li> <li>• Record ideas to define the choice of artworks they have in mind.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Critical Thinking</b></p> <p><b>Cultural Identity</b></p>

**STRAND 2: Performing Arts**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 2.2.2</b>            Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.</p>	<p><b>BI 2.2.2.3</b>  <b>Explore available means of using relevant performing arts instruments, resources and methods to create own artworks that reflect the natural and manmade environments of the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• recall ideas gathered on the making and use of the music, dance and drama artworks in the local community</li> <li>• refine own ideas on the instruments, resources and methods used by local performing artists</li> <li>• organise and develop own ideas on what makes up the natural and manmade environments</li> <li>• plan for making own performing artworks that will reflect the natural and manmade environments of the local community.</li> </ul> <p><b>BI 2.2.2.4</b>  <b>Make firm decisions on the relevant performing arts instruments, resources and methods for making own artworks that will reflect topical issues in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• recall from memory what current issues are of concern to people in the local community</li> <li>• recall the selection of local performing artworks that reflect these topical issues in the local community.</li> <li>• define the artworks they plan to make that will reflect these local topical issues.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Critical Thinking</b></p> <p><b>Cultural Identity</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 1.2.3</b>            Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues</p>	<p><b>BI 1.2.3.1</b>  <b>Create own artworks from imagination using available tools, materials and methods to represent visual artworks produced or found in the local community that reflect the history and culture or way of life of the people</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• carefully select and use available tools, materials and methods of production to make own visual artworks such as drawing, doodling, patterns and modelling that reflect the history and culture of the people</li> <li>• create useful artworks that reflects the history and culture of the local community, such as stools and symbols.</li> </ul> <p><b>BI 1.2.3.2</b>  <b>Create own artworks from imagination to express own ideas of the visual artworks produced or found in the local community that reflect the natural and manmade environments</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• recall visual artworks produced or found in the local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads)</li> <li>• make prints or line drawings of available visual artworks and use them to create patterns.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Critical Thinking</b></p> <p><b>Cultural Identity</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>BI 1.2.3</b> Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues</p>	<p><b>BI 1.2.3.3</b> <b>Create own visual artworks to express own views, knowledge and understanding of topical issues in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• make artworks to reflect some topical issues in the local community</li> <li>• make own drawings and colour them to educate the local community on those topical issues.</li> </ul> <p><b>Suggested process/steps:</b></p> <ul style="list-style-type: none"> <li>• <i>select and use suitable and appropriate materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting; glue for bonding);</i></li> <li>• <i>select and use suitable and appropriate tools and equipment available (e.g. brush for painting; scissors and cutting knives for cutting);</i></li> <li>• <i>select and use suitable and appropriate methods of production (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);</i></li> <li>• <i>select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).</i></li> </ul> <p><b>Note:</b> produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, weaving, sewing, cutting, folding.</p>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Critical Thinking</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 2.2.3</b>            Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues</p>	<p><b>BI 2.2.3.1</b>  <b>Create own artworks based on performing artworks produced or performed in the local community that reflect the history and culture or way of life of the people</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• plan and perform basic dance movements and patterns based on dances performed in the local and community</li> <li>• select and use suitable and appropriate instruments and resources such as drums, shakers, rattles and whistles to create own music, dance and drama.</li> </ul> <p><b>BI 2.2.3.2</b>  <b>Create own artworks to express own ideas of performing artworks produced or found in the local community that reflect the natural and manmade environments</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• perform basic movements and style of local music, dance and drama artworks that reflect the natural and manmade environments in the local community</li> <li>• perform own music, dance and drama using available instruments, resources and techniques in the local community to express ideas about the natural and manmade environments.</li> </ul> <p><b>BI 2.2.3.3</b>  <b>Create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• perform own music, dance and drama that reflect the identified topical issues in the local community;</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Critical Thinking</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>BI 2.2.3</b> Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues</p>	<ul style="list-style-type: none"> <li>• make other performing artworks to educate the people on the effects of those local topical issues.</li> </ul> <p><b>Suggested process/steps</b></p> <ul style="list-style-type: none"> <li>• <i>select and use suitable and appropriate instruments, elements, resources, equipment available (e.g. drums, flutes, bells, shakers, rasps, xylophones, finger pianos, rattles, clappers, castanets, horns, whistles, harps, costumes, props)</i></li> <li>• <i>select and use suitable and appropriate manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation and guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements and dramatization)</i></li> <li>• <i>select/create props, scenery, and costumes for different styles and performances which support and enhance the intent of a production;</i></li> <li>• <i>Demonstrate basic knowledge and skills in the use and application of the elements and principles of design, instruments, methods and techniques freely in creative and expressive ways to produce own music, dance and drama.</i></li> </ul> <p><b>Note:</b> produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, directing, creating, imitating, drumming, role-playing, gesturing, miming and mimicking.</p>	<p><b>Creativity and Innovation</b></p> <p><b>Collaboration</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 3: Displaying and Sharing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 1.3.4.</b> Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.</p>	<p><b>BI 1.3.4.1</b> <b>Plan a display of own artworks to share creative experiences based on visual artworks produced or found in the local community that reflect the history and culture of the people</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video on an exhibition or visit an exhibition centre or gallery</li> <li>• discuss the need for displaying portfolio of own visual artworks</li> <li>• plan a display of own portfolio of visual artworks (e.g. drawings, colour work, patterns) to share, educate and inform the public on the history and culture of people in the local community.</li> </ul> <p><b>BI 1.3.4.2</b> <b>Plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• clean the classroom or available space and organise it for the exhibition;</li> <li>• plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in the local community.</li> </ul> <p><b>BI 1.3.4.3</b> <b>Plan a display of own visual artworks to share own creative experiences based on ideas that reflect topical issues in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• talk about how to display artworks (e.g. by hanging, draping and spreading)</li> <li>• plan the arrangement of own artworks to share, educate and inform the public on the topical issues of the local community.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>BI 1.3.4.</b> Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.</p>	<p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss the need for displaying portfolio of own and/or others visual artworks,</i></li> <li>• <i>develop a roadmap for the exhibition by:</i> <ul style="list-style-type: none"> <li>- <i>fixing a date</i></li> <li>- <i>selecting a venue</i></li> <li>- <i>inviting an audience</i></li> </ul> </li> <li>• <i>select and agree on a theme for the exhibition by brainstorming, discussing and reaching a consensus;</i></li> <li>• <i>send manual and/or electronic invitations (e.g. letters, announcements, posters, and jingles) to target audience;</i></li> <li>• <i>select works for the exhibition by considering criteria such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance, mode of display: hanging, draping, spreading;</i></li> <li>• <i>getting ready: plan the layout of the exhibition, prepare labels for the works (e.g. title, name of artist, date), clean and tidy up the exhibition hall and environment.;</i></li> <li>• <i>post exhibition/display activities: cleaning, appreciation, appraisal, evaluation, reporting etc.</i></li> </ul> <p><b>Note:</b> plan a display of portfolio of own visual artworks to share, educate and inform the public</p>	<p><b>Creativity and Innovation</b></p> <p><b>Collaboration</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 3: Displaying and Sharing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 2.3.4.</b>            Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.</p>	<p><b>BI 2.3.4.1</b>  <b>Plan a display of own artworks to share own creative experiences based on performing artworks that reflect the history and culture or way of life of the people</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video or live performances that reflect the history and culture of the people in Ghana</li> <li>• discuss the need for displaying portfolio of own performing artworks</li> <li>• plan a display of portfolio of own music, dance and drama compositions to share, educate and inform the public on the history and culture of people in the local community.</li> </ul> <p><b>BI 2.3.4.2</b>  <b>Plan for a display of own performing artworks to share own creative experiences based on ideas that reflect the natural and manmade environments in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video that reflect the natural and manmade environments in the local community;</li> <li>• select compositions according to factors such as creativity and originality;</li> <li>• plan the arrangement of own music, dance and drama to share own views on the natural and manmade environments of the local community.</li> </ul> <p><b>BI 2.3.4.3</b>  <b>Plan a display of own performing artworks to share own creative experiences based on ideas that reflect topical issues in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video that reflects topical issues in the local community;</li> <li>• plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Collaboration</b></p> <p><b>Cultural Identity</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>BI 2.3.4.</b>            Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.</p>	<p><b>Suggested Processes/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss the need for performing collection of own and/or others music, dance and drama.</i></li> <li>• <i>develop a roadmap for the event (performance):</i> <ul style="list-style-type: none"> <li>- <i>fixing a date</i></li> <li>- <i>selecting a venue</i></li> <li>- <i>inviting an audience</i></li> </ul> </li> <li>• <i>select and agree on a theme for the performance by brainstorming, discussing and reaching a consensus;</i></li> <li>• <i>send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp);</i></li> <li>• <i>select own and/or others compositions for the event/performance, by considering factors like creativity and originality, relevance to the theme, social and cultural importance, mode of performance (monologue/solo/group), costumes, props;</i></li> <li>• <i>getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners);</i></li> <li>• <i>post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.</i></li> </ul> <p><b>Note:</b> plan a performance of own music, dance and drama to educate, inform and entertain the public</p>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Collaboration</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 3: Displaying and Sharing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 1.3.5.</b>            Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events</p>	<p><b>BI 1.3.5.1</b>  <b>Exhibit own artworks to share own creative experiences of visual artworks that reflect the history and culture or way of life of people in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• display portfolio of own visual artworks to educate and inform the public on the history and culture of people in the local community.</li> </ul> <p><b>BI 1.3.5.2</b>  <b>Exhibit own artworks to share own creative experiences of visual artworks that reflect the natural and manmade environments of the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• display portfolio of own visual artworks to educate and inform the public on the natural and manmade environments of the local community.</li> </ul> <p><b>BI 1.3.5.3</b>  <b>Exhibit own artworks to share own creative experiences of visual artworks that reflect topical issues in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• display portfolio of own visual artworks to educate and inform the public on topical issues in the local community.</li> </ul> <p><b>Suggested Processes/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>decide on the types and number of artworks to exhibit and mount them based on the space available and the theme for the exhibition e.g. artworks that best tell the story of the exhibition or theme;</i></li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Cultural Identity</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>BI 1.3.5.</b>            Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events</p>	<ul style="list-style-type: none"> <li>• <i>assign individual and group tasks and responsibilities and ensure they are carried out successfully e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors' books.</i></li> <li>• <i>display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits;</i></li> <li>• <i>label the works using manual (calligraphy writing) or ICT (computer prints): name of artist, title of work, size of work, and date of production;</i></li> <li>• <i>check/monitor visitors in order to prevent improper practices e.g. touching, lifting, handling and/or taking away some of the exhibits</i></li> <li>• <i>opening and closing of exhibition;</i></li> <li>• <i>cleaning, appreciation, appraisal, evaluation, reporting etc.</i></li> </ul> <p><b>Note:</b> display portfolio of own visual artworks to document, educate and inform the public on the community.</p>	<p><b>Decision making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Cultural Identity</b></p> <p><b>Digital Literacy</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 3: Displaying and Sharing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 2.3.5.</b>            Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events</p>	<p><b>BI 2.3.5.1</b>  <b>Perform or present own artworks to share own creative experiences of performing artworks that reflect the history and culture or way of life of people in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a video or live performance of music, dance and drama on the culture of the local community;</li> <li>• plan to perform some of the music, dance and drama performed during a festival;</li> <li>• plan to perform own music, dance and drama compositions to share with, educate and inform the public on own knowledge and understanding of the history and culture of the local community.</li> </ul> <p><b>BI 2.3.5.2</b>  <b>Perform own artworks to share own creative experiences of performing artworks that reflect the natural and manmade environments in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• plan to perform own music, dance and drama to share, educate and inform the target audience on things that reflect the natural and manmade environments in the local community;</li> <li>• plan to present some of the music, dance and drama performed in the local community.</li> </ul> <p><b>BI 2.3.5.3</b>  <b>Perform own artworks to share own creative experiences of performing artworks that reflect topical issues in the local community</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a video or live performances of music, dance and drama on the</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>BI 2.3.5.</b> Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events</p>	<p>culture of the local community;</p> <ul style="list-style-type: none"> <li>• plan to perform own music, dance and drama to share with, educate and inform the target audience on things that are topical issues found in the local community.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>decide on the types and number of performances to perform during the event based on the theme, time available and the expected audience i.e. performances best tell the story or theme of the event.;</i></li> <li>• <i>assign individual and group tasks and responsibilities and ensure they are carried out successfully e.g. master of ceremony, ushering and introduction of special guests and other dignitaries to the show (e.g. explaining the concepts/title of the compositions, performances and the theme for the event, recording of comments and suggestions);</i></li> <li>• <i>Sequencing of performances to best tell the story of the event from the beginning to climax;</i></li> <li>• <i>following the programme of the day: opening, performances and closing;</i></li> <li>• <i>cleaning, appreciation, appraisal, evaluation, reporting etc.</i></li> </ul> <p><b>Note:</b> perform own music, dance and drama to educate inform and entertain the public.</p>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

**STRAND I: VISUAL ARTS**  
**SUB-STRAND 4: Appreciation and Appraisal**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI.1.4.6.</b>            Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports</p>	<p><b>BI 1.4.6.1</b>  <b>Agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree to the guidelines to view, examine and come out with meaning from visual artworks;</li> <li>• express own feelings and ideas about own and others' displayed artworks.</li> </ul> <p><b>BI 1.4.6.2</b>  <b>Use the agreed guidelines to examine and derive meaning from own and others' displayed visual artworks</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree to the guidelines to critically examine and come out with meaning from visual artworks;</li> <li>• express own feelings and ideas about own and others' displayed artworks.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss and accept a guide for appreciating and appraising own and/or others visual artworks based on the guidelines suggested above;</i></li> <li>• <i>identify the correct vocabularies to use for appreciating and appraising artworks;</i></li> <li>• <i>agree on what to use the appraisal report for and how to share it;</i></li> <li>• <i>agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</i></li> <li>• <i>fix a day/date for the appreciation/appraisal/jury;</i></li> <li>• <i>select own/others artwork to talk about using the accepted guide.</i></li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>BI.1.4.6.</b>            Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports</p>	<p><b>Note:</b> respond, appreciate and appraise exhibited/displayed own and others visual artworks.</p> <p>Use the following guidelines:</p> <ol style="list-style-type: none"> <li>1. <b>Description of the work:</b> the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work;</li> <li>2. <b>Subject matter:</b> meaning, message, topic, mood, feelings, historical, religious, environment, global warming;</li> <li>3. <b>Appraisal:</b> what the work can be used for, likes, good things in the work, beauty social and cultural value, correlation (connection to other areas of learning);</li> <li>4. <b>Experiences to share:</b> the design process through thinking and composing, planning and making, displaying and sharing etc.</li> </ol>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 4: Appreciating and Appraising**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI.2.4.6.</b>            Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports</p>	<p><b>BI 2.4.6.1</b>  <b>Agree on guidelines for viewing and expressing feelings and thoughts about own and others’ displayed performing artworks</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree on guidelines for use to view, examine and come out with meaning from music, dance and drama to express own feelings and ideas of own and others’ performed artworks.</li> </ul> <p><b>BI 2.4.6.2</b>  <b>Use the agreed guidelines to examine and derive meaning from own and others’ displayed performing artworks</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree on the guidelines to critically examine and come out with meaning of own and others’ performed artworks</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss and accept a guide for appreciating and appraising own and/or others’ compositions and performances as suggested above;</i></li> <li>• <i>identify the correct vocabularies to use for appreciating and appraising music, dance and drama;</i></li> <li>• <i>agree on what to use the appraisal report for and how to share it;</i></li> <li>• <i>agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</i></li> <li>• <i>fix a day/date for the appreciation/appraisal/jury.</i></li> </ul> <p><b>Note:</b> respond to, appreciate and appraise own and/or others’ music, dance and drama.</p> <p>Use the following guidelines:</p> <ol style="list-style-type: none"> <li>1. <b>Music:</b> theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.</li> <li>2. <b>Dance:</b> theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics.</li> <li>3. <b>Drama:</b> characterization, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</li> </ol>	<p><b>Decision making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

**STRAND I: Visual Arts**  
**SUB-STRAND 4: Appreciating and Appraising**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 1.4.7.</b> Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<p><b>BI 1.4.7.1</b> <b>Examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• view and make informed decisions on agreed guidelines by using the senses and movement;</li> <li>• assess based on established guide for judging artworks by using the theme, subject matter, media, techniques, elements;</li> <li>• recognise the characteristics of own and others' displayed visual artworks</li> <li>• talk about the usefulness of the displayed visual artworks;</li> <li>• identify future modifications that can be made to enhance the usefulness.</li> </ul> <p><b>BI 1.4.7.2</b> <b>Report own views and feelings about the displayed visual artworks and suggest how the artworks can be modified or improved</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• display (real/photographs/video) selected own and others' displayed visual artworks</li> <li>• talk about the works dispassionately using agreed guidelines;</li> <li>• use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>talk about appreciate and appraise own and/or others' visual artworks, using the guidelines above dispassionately;</i></li> <li>• <i>use the outcome of the appreciation/appraisal to modify the product or to produce similar artwork.;</i></li> <li>• <i>record/document the activity and share using platform accepted social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp, etc.</i></li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>BI 1.4.7.</b>            Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<p><b>Note:</b> talk about, appreciate and appraise exhibited/displayed own and others' visual artworks (2-Dimensional and 3-Dimensional). Use the following guidelines:</p> <ol style="list-style-type: none"> <li><b>1. Description of the work:</b> the elements in the work (dots, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work;</li> <li><b>2. Subject matter:</b> meaning, message, topic, mood, feelings, history, religion, environment.</li> <li><b>3. Appraisal:</b> what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connection to other areas of learning).</li> <li><b>4. Experiences to share:</b> the design process through thinking and composing, planning and making, displaying and sharing etc.</li> </ol>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 2: Performing Arts**  
**SUB-STRAND 4: Appreciating and Appraising**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>BI 2.4.7.</b> Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<p><b>BI 2.4.7.1</b> <b>Examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• based on agreed guidelines assess the value and recognise the characteristics</li> <li>• assess based on established guidelines for judging performing artworks by using the theme, subject matter, media, techniques, elements</li> <li>• express own likes and dislikes about the music, dance and drama artworks</li> <li>• make suggestions for developing own and others' music, dance and drama artworks</li> </ul> <p><b>BI 2.4.7.2</b> <b>Report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• display (real/photographs/video) selected own and others' displayed performing artworks</li> <li>• talk about the works dispassionately using agreed guidelines;</li> <li>• use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artwork.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• talk about appreciate and appraise own and/or others' compositions and performances using the guidelines above dispassionately;</li> <li>• use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance;</li> <li>• record/document the activity and share using an accepted social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp etc..</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>BI 2.4.7.</b>            Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<p><b>Note:</b> respond, appreciate and appraise own and/or music, dance and drama, and analyse the performances based on the concepts, subject matter, elements and principles of design, techniques, style, creativity, use of costumes, makeup, use of instruments, social and cultural relevance, correlation etc. for documentations, recordings and sharing, using the following guidelines:</p> <ul style="list-style-type: none"> <li>• <b>Music:</b> theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music</li> <li>• <b>Dance:</b> theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics;</li> <li>• <b>Drama:</b> characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics and creativity,</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

# **BASIC 2**

**STRAND I: VISUAL ARTS**  
**SUB-STRAND I: Thinking and Exploring Ideas**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 I.1.1</b> Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues</p>	<p><b>B2 I.1.1.1</b> <b>Explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch documentaries on the history and culture of people from other parts of Ghana;</li> <li>• identify the history and culture of people from other parts of Ghana to identify their cultural activities such as their food, taboos, religion, festivals, buildings, symbols of authority;</li> <li>• interview and interact with leaders of the community such as ethnic groups and associations (e.g. Ga, Ewe, Akan, Dagaare), heads of institutions and traditional leaders;</li> <li>• visit historical sites, museums, galleries, etc;</li> <li>• document and record the visits by taking photographs, making videos, making line sketches and collecting objects of historical importance to develop a ‘historical learning corner’ in the classroom;</li> <li>• draw concepts and ideas from the culture of the different groups of people for designing symbolic and functional visual artworks.</li> </ul> <p><b>B2 I.1.1.2</b> <b>Explore own experiences to talk about visual artworks that are produced or found in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• talk about the visual artworks produced or found in other parts of Ghana (e.g. pots, wood carvings, woven baskets, woven/printed and dyed fabrics, leather products, canoes, cane/wood furniture, road signs, posters, jewellery, billboards)</li> </ul>	<p><b>Critical Thinking</b></p> <p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Digital Literacy</b></p> <p><b>Communication</b></p>



<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 I.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<ul style="list-style-type: none"> <li>• discuss the materials and tools that were/are used in making these artworks, the processes and production techniques, and how they are used</li> <li>• discuss the theme of the artworks and its social and cultural importance;</li> <li>• identify those who make artworks;</li> <li>• study the subject matter of the different artworks;</li> <li>• examine the type of materials used in making the artworks;</li> <li>• probe how the artworks are made, how they are made, the safety rules that are observed, taboos (if any) associated with the visual artworks;</li> <li>• explore the symbolism, function and uses of these artworks.</li> </ul>	<p><b>Critical Thinking</b></p> <p><b>Decision making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Digital Literacy</b></p> <p><b>Communication</b></p>

**STRAND I: VISUAL ARTS**  
**SUB-STRAND I: Thinking and Exploring Ideas**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 I.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<p><b>B2 I.1.1.3</b>  <b>Reflect on own experiences to talk about visual artworks that reflect the natural and manmade environments in other communities in Ghana</b>            Learners are to:</p> <ul style="list-style-type: none"> <li>• identify and talk about the natural and manmade environment (e.g. plants, animals, rivers, buildings, recreational centres, roads, bridges, markets, shopping malls);</li> <li>• engage in a five minutes’ environmental walks to observe elements of design (e.g. lines, shapes, colour) and principles of design (e.g. rhythm, balance, proportion) that can be seen in the natural and manmade environments (e.g. vegetation, animals, birds, buildings, recreational centres, roads, bridges, markets, shopping malls, drains, highlands, beaches)</li> <li>• collect some samples of objects found in the natural and manmade environments (e.g. bottles, pebbles, packages, bottle tops, stones, shells, twigs, fibre, straw, flowers) to create a ‘learning corner’ in the classroom and for general discussions and appreciation;</li> <li>• document and record the things and objects found in the natural and manmade environments by taking photographs and making videos for preservation, storage, referencing</li> <li>• consider the characteristics of the things observed in the natural environment (e.g. clean, neat, dirty, beautiful, huge, big, small, young, old, smooth, rough, hard, soft, shiny, balanced, colour, tone, mood, tall, short, long, heavy, light, space, shape, form, line) to form ideas for making own artworks.</li> </ul>	<p><b>Critical Thinking</b></p> <p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Digital Literacy</b></p> <p><b>Communication</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 I.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<p><b>B2 I.1.1.4</b>  <b>Reflect on own experiences to talk about visual artworks produced or found in other parts of Ghana that reflect topical issues in those communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• discuss the topical issues (e.g. no rainfall, rising temperatures, poor disposal of waste, road safety, burglary) experienced in other communities in Ghana;</li> <li>• identify the causes of those topical issues;</li> <li>• discuss how to reduce or prevent these topical issues (e.g. protecting the environment, safe use of roads by pedestrians, motorbike riders, drivers of vehicles, and passengers);</li> <li>• discuss ways to instil good habits to save the natural environment at home and in the school.</li> </ul>	<p><b>Critical Thinking</b></p> <p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Digital Literacy</b></p> <p><b>Communication</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND I: Thinking and Exploring Ideas**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 2.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<p><b>B2 2.1.1.1</b>  <b>Explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch documentaries on the history and culture of people from other parts of Ghana;</li> <li>• identify the history and culture of people from other parts of Ghana by studying their cultural activities such as staple foods, dressing, festivals, buildings, chiefs;</li> <li>• listen to stories told by resource persons or interview leaders of different ethnic groups and associations (e.g. Ga, Ewe, Akan, Dagaare), opinion leaders, traditional rulers;</li> <li>• visit historical sites such as centres for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions. Where possible, record the visits by taking photographs, making videos, making line sketches and collecting samples of objects that show the history and culture of people from other parts of Ghana;</li> <li>• organise collection of samples to create a ‘history learning corner’ in the classroom;</li> <li>• draw concepts and ideas from the activities to plan own performing artworks that express the history and culture of the people studied.</li> </ul> <p><b>B2 2.1.1.2</b>  <b>Explore own experiences to talk about performing artworks that reflect people in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• brainstorm on performing artworks (e.g. music, dance and drama) that are produced or performed by people in other parts of Ghana.</li> <li>• discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing those artworks;</li> </ul>	<p><b>Decision Making</b></p> <p><b>Critical Thinking</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Collaboration</b></p>

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 2.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<ul style="list-style-type: none"> <li>• study the subject matter of those artworks and explore their importance and the occasions on which they are performed;</li> <li>• probe how the artworks are made, who makes them, the safety rules that are observed and taboos (if any) associated with these performing artworks;</li> <li>• improvise the skills and techniques observed in the performing artworks.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Critical Thinking</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Collaboration</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND I: Thinking and Exploring Ideas**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 2.1.1</b> Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<p><b>B2 2.1.1.3</b> <b>Explore own experiences to talk about performing artworks that reflect the natural and manmade environments in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• talk about the natural and manmade environments (e.g. plants, animals, rivers, buildings, recreational centres, roads, bridges, markets, shopping malls);</li> <li>• engage in out-of-classroom walks to observe the surroundings and assess the state of the natural and built environment for making performing artworks;</li> <li>• document the things found in the natural environment (e.g. movement and sounds made by vehicles, animals, birds, insects, waves, waterfalls, church bells and call to worship) by writing notes, or by audio or video recordings of sounds</li> <li>• collect samples of objects and things found in the surroundings (e.g. bottles, packaging, bottle tops, stones, shells, twigs, fibre, straw, flowers) to create a ‘learning corner’ in the classroom</li> <li>• discuss the characteristics of the things observed in the natural and manmade environments (e.g. slow or fast movement of crawling, running, walking, hopping, swinging, rolling, and jumping animals; rattling fruit pods);</li> <li>• find concepts from the written notes or recordings for composing own songs, stories or poems, and choreographing dance movements based on the natural and manmade environments.</li> </ul> <p><b>B2 2.1.1.4</b> <b>Explore own experiences to talk about performing artworks that reflect topical issues in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• discuss the topical issues (e.g. no rainfall, rising temperatures, flooding, domestic and bush fires, road safety, burglary) of concern in Ghana;</li> <li>• identify the causes of these topical issues (e.g. deforestation, poor waste</li> </ul>	<p><b>Digital Literacy</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Critical Thinking</b></p>

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 2.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<ul style="list-style-type: none"> <li>• disposal, unsafe driving, illegal mining);</li> <li>• brainstorm on how these topical issues can be reversed or prevented; develop own ideas and concepts for composing and performing own music, dance and drama based on topical issues in other communities</li> </ul>	<p><b>Digital literacy</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 1.2.2</b>            Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities.</p>	<p><b>B2 1.2.2.1</b>  <b>Generate ideas to make own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana</b></p> <p>Learners are to</p> <ul style="list-style-type: none"> <li>• brainstorm on visual artworks that are produced or found in other parts of Ghana;</li> <li>• share ideas about the features of the visual artworks produced or found in those communities in Ghana (e.g. clay pots, straw and cane baskets, woven and printed fabrics, leather products, wood carvings, glass and stone beads, jewellery);</li> <li>• make outline drawings to define those visual artworks</li> <li>• use ideas they have gathered about visual artworks made or found in other communities to plan own artworks that reflect the history and culture of people in the identified Ghanaian communities.</li> </ul> <p><b>B2 1.2.2.2</b>  <b>Make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• experiment with carefully selected materials and tools to learn about their usefulness for designing and making visual artworks;</li> <li>• explore and experiment with available tools, materials, resources and techniques to plan for making specific artworks that represent visual artworks made in other Ghanaian communities.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Collaboration</b></p> <p><b>Cultural Identity</b></p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 1.2.2</b> Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities</p>	<p><b>B2 1.2.2.3</b> <b>Experiment with available visual arts tools, materials and methods to create own visual artworks that reflect the natural and manmade environments of other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• engage in environmental walks and watch documentaries on the natural and manmade environments</li> <li>• explore the natural and manmade environments to select available materials and tools (e.g. newsprint, 2B pencil, crayon, charcoal) that are suitable for making artworks;</li> <li>• explore the nature and suitability of the tools for designing and making visual artworks.</li> </ul> <p><b>B2 1.2.2.4</b> <b>Plan to create from own imagination, visual artworks that reflect topical issues in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• recall and organise ideas on visual artworks and topical issues in Ghana</li> <li>• develop sketches from ideas and concepts of topical issues to make own visual artworks (e.g. drawing and colouring pictures, printmaking, lettering, pattern making, modelling, casting)</li> <li>• recall images of visual artworks and topical issues to make line sketches to represent visual artworks that reflect topical issues in other parts of Ghana.</li> </ul>	<p><b>Digital Literacy</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Cultural Identity</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 2.2.2</b>            Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities</p>	<p><b>B2 2.2.2.1</b>  <b>Generate ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• recall images of performing artworks that are produced or performed in other parts of Ghana;</li> <li>• define own ideas for improvising own music, dance or drama based on the identified performing artworks</li> <li>• use ideas formed about the performing artworks to plan own music, dance and drama that reflect the history and culture (e.g. customs, religion, festivals, buildings, symbols) of people in those parts of Ghana;</li> </ul> <p><b>B2 2.2.2.2</b>  <b>Make decisions to create own artworks from imagination based on performing artworks produced or performed in other communities in Ghana</b></p> <p>Learners are to</p> <ul style="list-style-type: none"> <li>• experiment with carefully selected instruments, resources and techniques to learn about their use for composing and performing music, dance and drama;</li> <li>• explore and experiment with available instruments and resources to compose and perform own music, dance or drama that reflect performing artworks of other communities in Ghana.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 2.2.2</b> Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities</p>	<p><b>B2 2.2.2.3</b> <b>Experiment with available performing arts instruments, resources and techniques to create own artworks that reflect the natural and manmade environments in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• explore the local environment to select available natural and manmade objects and things that are good for performing music, dance and drama;</li> <li>• discuss types of music, dance and drama that reflect the natural and manmade environments;</li> <li>• create own performing artworks to reflect the natural and manmade environments in the identified communities in Ghana.</li> </ul> <p><b>B2 2.2.2.4</b> <b>Experiment with available performing arts instruments, resources and techniques to create artworks that reflect topical issues in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• explore the local environment to select available instruments and resources that are good for composing and performing music, dance and drama;</li> <li>• discuss types of music, dance and drama that reflect topical issues</li> <li>• create own performing artworks that reflect topical issues in the identified Ghanaian communities.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 1.2.3</b>            Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as the visual artists, their culture, the environment and emerging topical issues</p>	<p><b>B2 1.2.3.1</b>  <b>Create own visual artworks using available visual arts media and methods to represent artworks that reflect the history and culture or way of life of people in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• discuss the history and culture of the people (e.g. their occupation, staple food, religion, festivals, customs);</li> <li>• identify the artworks found among the people in other parts of Ghana (e.g. clay pots, straw baskets, woven/printed and dyed fabrics, leather products, wood carvings, glass and stone beads, jewellery);</li> <li>• create own artworks that reflect the history and culture of people in other parts of Ghana.</li> </ul> <p><b>B2 1.2.3.2</b>  <b>Create own artworks using available visual arts media and methods to represent artworks that reflect the natural and manmade environments in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• generate ideas from the natural and manmade environments (e.g. vegetation, animals, birds, rivers, bridges, clouds);</li> <li>• create own visual artworks that reflect the natural and manmade environments in other communities in Ghana.</li> </ul> <p><b>B2 1.2.3.3</b>  <b>Create own visual artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• generate ideas from visual artworks that reflect topical issues in other parts of Ghana</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 1.2.3</b> Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues</p>	<ul style="list-style-type: none"> <li>• create artworks that reflect the topical issues (e.g. road safety campaigns, plastic waste problems) in other communities in Ghana.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>select and use suitable and appropriate materials available (e.g. clay for modelling and casting, paper for drawing and painting, colour for painting and spraying, wood and other solid materials for carving);</i></li> <li>• <i>select and use suitable and appropriate tools and equipment available (e.g. brush for painting, scissors and cutting knives for cutting, spray diffuser for spraying);</i></li> <li>• <i>select and use suitable and appropriate manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, folding, doodling, modelling, casting, carving, construction);</i></li> <li>• <i>select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying);</i></li> <li>• <i>demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own artworks based on own ideas and experiences.</i></li> </ul> <p><b>Note:</b> <i>produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, knotting, weaving, sewing, cutting, folding, construction and assembling using own sketches developed from memory.</i></p>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 2.2.3</b>            Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as the visual artists, their culture, the environment and emerging topical issues</p>	<p><b>B2 2.2.3.1</b>  <b>Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the history and way of life of people in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• identify the history and culture of the people from other parts of Ghana (e.g. their occupation, customs, staple foods, festivals, buildings, symbols) using available instruments and techniques;</li> <li>• role play music, dance and drama performances in the identified communities in Ghana, using available instruments and resources;</li> <li>• create own music, dance and drama to represent those performed by people in other communities in Ghana.</li> </ul> <p><b>B2 2.2.3.2</b>  <b>Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the natural and manmade environments in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• discuss how to generate ideas from the natural and manmade environments (e.g. vegetation, parks, buildings, bridges, plants, animals, birds, rivers) for use in creating performing artworks;</li> <li>• compose own music, dance and drama that reflect the natural and manmade environments in other parts of Ghana.</li> </ul> <p><b>B2 2.2.3.3</b>  <b>Create performing artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• select ideas from topical issues in Ghana to create own music, dance, drama, story or poem;</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Critical Thinking</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 2.2.3</b> Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as the visual artists, their culture, the environment and emerging topical issues</p>	<ul style="list-style-type: none"> <li>• perform own music, dance and drama that reflect topical issues of concern in other parts of Ghana.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>select and use suitable and appropriate instruments, elements, resources, equipment available (e.g. drums, flutes, bells, shakers, rasp, xylophones, finger piano, rattles, clappers, castanets, horn, whistles);</i></li> <li>• <i>select and use suitable and appropriate manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation and guided writing skills to communicate feelings, melody, rhythmic and dramatization);</i></li> <li>• <i>select/create props, scenery, and costumes for different styles and performances which support and enhance the intent of a production;</i></li> <li>• <i>demonstrate basic knowledge and skills in the use and application of the elements and principles of design, instruments, methods and techniques freely in creative and expressive ways to produce own music, dance and drama.</i></li> </ul> <p><b>Note to the teacher:</b> produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, conducting, imitating, drumming, role-playing, etc.</p>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Critical Thinking</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 3: Displaying and Sharing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 I.3.4</b> Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/ performance.</p>	<p><b>B2 I.3.4.1</b> <b>Plan for a display of own artworks to share creative experiences based on ideas from visual artworks that reflect the history and culture of people in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video or exhibition of artworks of people in other Ghanaian communities;</li> <li>• discuss the need for displaying portfolio of own visual artworks;</li> <li>• plan a display of portfolio of own visual artworks (e.g. drawings, colour work, clay models) to share ideas, educate and inform the public on the history and culture of other people in Ghana</li> </ul> <p><b>B2 I.3.4.2</b> <b>Plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• plan a display of own artworks that reflect the people in other Ghanaian cultures;</li> <li>• plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in other Ghanaian cultures.</li> </ul> <p><b>B2 I.3.4.3</b> <b>Plan a display of own visual artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• talk about how to display artworks (e.g. by hanging and spreading)</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 I.3.4</b> Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/ performance.</p>	<ul style="list-style-type: none"> <li>• identify and prepare a venue, select and group artworks</li> <li>• plan the arrangement of own artworks to share ideas, educate and inform the public on topical issues experienced in other parts of Ghana.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss the need for displaying portfolio of own and/or others' visual artworks.</i></li> <li>• <i>develop a roadmap for the exhibition by:</i> <ul style="list-style-type: none"> <li>- <i>fixing a date</i></li> <li>- <i>selecting a venue</i></li> <li>- <i>inviting an audience</i></li> </ul> </li> <li>• <i>select and agree on a theme for the exhibition by brainstorming, discussing and reaching a consensus;</i></li> <li>• <i>send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp) to target audience;</i></li> <li>• <i>select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance, mode of display: hanging, draping, spreading and so on;</i></li> <li>• <i>plan the layout of the exhibition, prepare labels for the works (e.g. title, name of artist, date), clean and tidy up the exhibition hall and environment;</i></li> <li>• <i>post exhibition/display activities: cleaning, appreciation, appraisal, evaluation, reporting etc.</i></li> </ul> <p><b>Note:</b> plan a display of portfolio of own visual artworks to share, educate and inform the public about people in other parts of Ghana.</p>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 3: Displaying and Sharing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 2.3.4</b> Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/ performance.</p>	<p><b>B2 2.3.4.1</b> <b>Plan a display of own artworks to share creative experiences based on ideas of performing artworks that reflect the history and culture or way of life of people in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video or live performances of artworks that reflect the history and culture of people in other communities in Ghana;</li> <li>• plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in other Ghanaian communities.</li> </ul> <p><b>B2 2.3.4.2</b> <b>Plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video that shows the natural and manmade environments in other parts of Ghana;</li> <li>• select performances by considering factors such as creativity and originality;</li> <li>• plan the arrangement of own music, dance and drama to share ideas on the natural and manmade environments of other Ghanaian communities.</li> </ul> <p><b>B2 2.3.4.3</b> <b>Plan a display of own performing artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video that shows topical issues in other Ghanaian communities;</li> <li>• plan a display of own music, dance and drama to educate and inform the public on the topical issues experienced in other parts of Ghana.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 2.3.4</b> Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/performance.</p>	<p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss the need for performing the collection of own and/or others' music, dance and drama;</i></li> <li>• <i>develop a roadmap for the event (performance):</i> <ul style="list-style-type: none"> <li>- <i>fixing a date</i></li> <li>- <i>selecting a venue</i></li> <li>- <i>inviting an audience</i></li> </ul> </li> <li>• <i>select and agree on a theme for the performance by brainstorming, discussing and reaching a consensus;</i></li> <li>• <i>send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp) to target audience;</i></li> <li>• <i>select own and/or others' compositions for the event/performance, by considering criteria like creativity and originality, relevance to the theme, social and cultural importance, mode of performance and so on;</i></li> <li>• <i>plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners, characters);</i></li> <li>• <i>post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting, etc..</i></li> </ul> <p><b>Note:</b> plan a display of portfolio of own performing artworks (music, dance and drama) to educate, inform and entertain the public.</p>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 3: Displaying and Sharing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 1.3.5</b> Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.</p>	<p><b>B2 1.3.5.1</b> <b>Display own visual artworks to share creative experiences that reflect the history and culture or way of life of people in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• display portfolio of own visual artworks to educate and inform the public on artworks that reflect the history and culture of people in other parts of Ghana.</li> </ul> <p><b>B2 1.3.5.2</b> <b>Display own visual artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• display portfolio of own visual artworks to educate and inform the public on artworks that reflect the natural and manmade environments in other parts of Ghana.</li> </ul> <p><b>B2 1.3.5.3</b> <b>Display own visual artworks to share creative experiences that reflect topical issues in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• display portfolio of own visual artworks to educate and inform the public on visual artworks that reflect topical issues experienced in other parts of Ghana.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>decide on the types and number of artworks to exhibit and mount them based on the space available and the theme for the exhibition (e.g. artworks that best tell the story of the exhibition or theme);</i></li> <li>• <i>assign individual and group tasks and responsibilities and ensure they are</i></li> </ul>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 1.3.5</b> Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.</p>	<p><i>carried out successfully (e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors books);</i></p> <ul style="list-style-type: none"> <li>• <i>display artworks by hanging, draping, placing, spreading, leaning, adding height and depth to some exhibits, etc.;</i></li> <li>• <i>label the works using manual penmanship (calligraphy) or ICT (computer) prints: name of artist, title of work, size of work, date of production;</i></li> <li>• <i>check/monitor visitors to prevent improper practices (e.g. touching, lifting, handling and/or taking away some of the exhibits);</i></li> <li>• <i>opening and closing of exhibition;</i></li> <li>• <i>cleaning, appreciation, appraisal, evaluation, reporting, etc.</i></li> </ul> <p><b>Note:</b> display portfolio of own visual artworks in order to document them as well as to educate and inform the public on people in other parts of Ghana.</p>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND3: Displaying and Sharing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 2.3.5</b>            Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using sense/ manual/ digital applications where necessary, to record for reporting on the events.</p>	<p><b>B2 2.3.5.1</b>  <b>Perform own artworks to share creative experiences that reflect the history and culture or way of life of people in other communities in Ghana</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a video or live performance of music, dance and drama of people in other parts of Ghana;</li> <li>• perform some of the music, dance and drama performed during festivals of people in those Ghanaian communities;</li> <li>• perform own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in other parts of Ghana.</li> </ul> <p><b>B2 2.3.5.2</b>  <b>Perform own artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• perform own music, dance and drama to share ideas, educate and inform the target audience on things that reflect the natural and manmade environments in other parts of Ghana;</li> <li>• perform some of the music, dance and drama artworks of people in other communities in Ghana.</li> </ul> <p><b>B2 2.3.5.3</b>  <b>Perform own artworks to share creative experiences that reflect topical issues in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• imitate some music, dance and drama performances of other parts of Ghana to inform and educate the audience on topical issues experienced in those communities;</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 2.3.5</b> Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using sense/ manual/ digital applications where necessary, to record for reporting on the events.</p>	<ul style="list-style-type: none"> <li>• record and report on events to share ideas on topical issues in other parts of Ghana.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>decide on the types and number of performances to present during the event based on the theme, time available and the expected audience (e.g. performances best tell the story or theme of the event);</i></li> <li>• <i>assign individual and group tasks and responsibilities and ensure they are carried out successfully (e.g. master of ceremony, ushering and introduction of special guests and other dignitaries to the show ( explaining the concepts/title of the compositions, performances and the theme for the event, recording of comments and suggestions);</i></li> <li>• <i>sequencing of performances to best tell the story of the event from the beginning to climax;</i></li> <li>• <i>following the programme of the day: opening, performances and closing;</i></li> <li>• <i>cleaning, appreciation, appraisal, evaluation, reporting, etc.</i></li> </ul> <p><b>Note:</b> perform own music, dance and drama to educate, inform and entertain the public.</p>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

**STRAND I: Visual Arts**  
**SUB-STRAND 4: Appreciating and Appraising**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 1.4.6</b> Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) and, the recordings and reports</p>	<p><b>B2 1.4.6.1</b> <b>Agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others' displayed artworks</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree on guidelines for viewing, examining and expressing own views about the displayed visual artworks;</li> <li>• agree on how to use the agreed guidelines to express own feelings and thoughts about the displayed artworks.</li> </ul> <p><b>B2 1.4.6.2</b> <b>Agree on guidelines for assessing and deriving meaning from own and others' displayed visual artworks</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree on guidelines for deducing the meaning of each artwork displayed;</li> <li>• discuss how to use the guidelines to express the meaning of each displayed artwork.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested above;</i></li> <li>• <i>identify the correct vocabulary to use for appreciating and appraising artworks</i></li> <li>• <i>agree on what to use the appraisal report for and how to share it;</i></li> <li>• <i>agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</i></li> <li>• <i>fix a day/date for the appreciation/appraisal/jury.</i></li> </ul> <p><b>Note:</b> examine, assess and report on own and others' displayed visual artworks. Use the following guidelines:</p> <ul style="list-style-type: none"> <li>• <b>Description of the work:</b> the elements in the work (dots, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work;</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 1.4.6</b>            Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) and, the recordings and reports</p>	<ul style="list-style-type: none"> <li>• <b>Subject matter:</b> meaning, message, topic, mood, feelings, history, religion, environment, global warming;</li> <li>• <b>Appraisal:</b> what the work can be used for, likes, good things in the work, beauty, social and cultural value and, correlation (connecting to other areas of learning);</li> <li>• <b>Experiences to share:</b> the design process through thinking and composing, planning and making, displaying and sharing, etc.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 4: Appreciating and Appraising**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 2.4.6</b> Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) and, the recordings and reports</p>	<p><b>B2 2.4.6.1</b> <b>Agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others’ performances as representations of artworks produced or found in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree on guidelines for viewing, examining and expressing own views about the music, dance and drama performances;</li> <li>• agree on how to use the agreed guidelines to express own feelings and thoughts about own and others’ displayed music, dance and drama performances</li> </ul> <p><b>B2 2.4.6.2</b> <b>Agree on guidelines for assessing and deriving meaning from own and others’ performing artworks as representations of artworks produced or found in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree on guidelines for deducing the meaning of each artwork displayed;</li> <li>• discuss how to use the guidelines to express the meaning of each displayed artwork.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss and accept a guide for appreciating and appraising own and/or others’ compositions and performances based on the guidelines suggested above.;</i></li> <li>• <i>identify the correct vocabulary to use for appreciating and appraising music, dance and drama;</i></li> <li>• <i>agree on what to use the appraisal report for and how to share it;</i></li> <li>• <i>agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</i></li> <li>• <i>fix a day/date for the appreciation/appraisal/jury.</i></li> </ul> <p><b>Note:</b> appreciate and appraise own and/or others’ music, dance and drama</p>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 2.4.6</b>            Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) and, the recordings and reports</p>	<p>performances.</p> <p>Use the following guidelines:</p> <ul style="list-style-type: none"> <li>○ <b>Music:</b> theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music;</li> <li>○ <b>Dance:</b> theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, etc.;</li> <li>○ <b>Drama:</b> characterization, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

**STRAND I: VISUAL ARTS**  
**SUB-STRAND 4: Appreciation and Appraising**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 1.4.7</b> Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports, based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<p><b>B2 1.4.7.1</b> <b>Use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks as representations of artworks produced or found in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• view and make informed decisions on the artworks using the senses and the agreed guidelines</li> <li>• examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used);</li> <li>• assess the beauty and usefulness of own and others’ displayed visual artworks as representations of artworks produced or found in other Ghanaian communities.</li> </ul> <p><b>B2 1.4.7.2</b> <b>Report own views about the beauty and usefulness of the displayed visual artworks and make suggestions for modifying or improving upon them</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• view and make informed decisions on the artworks using the senses and the agreed guidelines</li> <li>• assess the beauty of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing);</li> <li>• talk about and make suggestions for modifying or improving the quality of own and others’ displayed visual artworks.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>talk about, appreciate and appraise own and/or others’ visual artworks, using the guidelines above dispassionately;</i></li> <li>• <i>use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artwork;</i></li> </ul>	<p><b>Decision Making</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 1.4.7</b> Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports, based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<ul style="list-style-type: none"> <li>•</li> <li>• <i>record/document the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp);</i></li> </ul> <p><b>Note:</b> appreciate and appraise exhibited/displayed own and others' visual artworks.</p> <p>Use the following guidelines for documentations, recordings and sharing:</p> <ol style="list-style-type: none"> <li>1. <b>Description of the work:</b> the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work;</li> <li>2. <b>Subject matter:</b> meaning, message, topic, mood, feelings, historical, and religious issues, environment;</li> <li>3. <b>Appraisal:</b> what the work can be used for, likes, good things in the work, beauty, social and cultural value;</li> <li>4. <b>Experiences to share:</b> the design process through thinking and composing, planning and making, displaying and sharing etc.</li> </ol>	<p><b>Decision Making</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 4: Appreciating and Appraising**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B2 2.4.7</b> Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports, based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<p><b>B2 2.4.7.1</b> <b>Use the agreed guidelines to make decisions on the beauty and usefulness of the displayed performing artworks as representations of artworks produced or found in other Ghanaian communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• view and make informed decisions on the displayed performing artworks using the senses and the agreed guidelines</li> <li>• examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing);</li> <li>• assess the beauty and usefulness of own and others’ displayed music, dance and drama performances as representations of artworks produced or performed in other Ghanaian communities.</li> </ul> <p><b>B2 2.4.7.2</b> <b>Report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• display (real/photographs/video) selected own and others’ displayed performing artworks</li> <li>• talk about the works dispassionately using agreed guidelines;</li> <li>• use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artworks.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>talk about, appreciate and appraise own and/or others’ compositions and performances using the guidelines above dispassionately;</i></li> <li>• <i>use the outcome of the appreciation/appraisal to modify the product or to produce a similar or different composition or performance;</i></li> <li>• <i>record/document the activity and share using a platform accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp);</i></li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Critical Thinking</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B2 2.4.7</b>            Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports, based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<p><b>Note:</b> appreciate and appraise own and/or others' music, dance and drama            Use the following guidelines for documentations, recordings and sharing:</p> <ul style="list-style-type: none"> <li>• <b>Music:</b> theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music;</li> <li>• <b>Dance:</b> theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics;</li> <li>• <b>Drama:</b> characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Critical Thinking</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

# **BASIC 3**



**STRAND I: VISUAL ARTS**  
**SUB-STRAND I: Thinking and Exploring Ideas**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 I.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<p><b>B3 I.1.1.1</b>  <b>Study and talk about visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch documentaries on artworks from Africa;</li> <li>• visit museums, galleries and art centres to see samples of visual artworks from other countries in Africa and the rest of the world;</li> <li>• document the information gathered by taking pictures of artworks from Africa, photocopying them and by recording and downloading videos and images for future use;</li> <li>• gather information through library research, surfing the Internet for artworks (e.g. mask, sculptures, painting, pottery, beads, body arts) from Africa;</li> <li>• identify ideas and concepts for artistic expression from artworks produced by Africans;</li> <li>• discuss the visual artworks of people in the identified communities in Africa.</li> </ul> <p><b>B3 I.1.1.2</b>  <b>Generate ideas from visual artworks produced or found in other African communities for making own visual artworks that reflect people in those areas in Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• study the artworks produced or found in other countries in Africa (e.g. masks, sculptures, pottery, fabric, beads, paintings);</li> <li>• examine the materials and tools for the production of the artworks under study and how they are acquired;</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 I.1.1</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<ul style="list-style-type: none"> <li>• identify own ideas and concepts based on artistic decisions to make own 2-Dimensional artworks (e.g. drawing, collage, montage, painting, printmaking, lettering, pattern-making, collage, montage, letter collé);</li> <li>• identify 3-Dimensional artworks(modelling, casting, carving, sewing, stitching, weaving, knotting, construction, assemblage, quilling) by:</li> </ul> <p><b>B3 I.1.1.3</b> <b>Study and talk about visual artworks produced or found in other African communities that reflect the natural and manmade environments in those areas in Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• engage in short out-of-the-classroom trips and environmental walks, watch documentaries (e.g. National Geographic channel) to observe and assess the natural and manmade environment in respect of the elements and principles of design;</li> <li>• talk about the natural and manmade environment (e.g. forests, deserts, mountains, housing, dams, plants, animals, rivers, recreational centres, roads, bridges, markets, shopping malls);</li> <li>• study the nature and characteristics of the things observed in the natural and manmade environment (e.g. rugged, undulating, smooth, rough, clean, beautiful, huge, big, small);</li> <li>• document and record the some of the scenes found in the natural and manmade environments through photography and videography for preservation, storage, reference, etc.;</li> <li>• describe how the natural and manmade environments and human activities affect sustainable production of visual artworks;</li> <li>• discuss the 4Rs of sustainability: reduce, recycle, redesign, and reuse waste.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 I.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues</p>	<p><b>B3 I.1.1.4</b>  <b>Study and talk about visual artworks produced or found in other African communities that reflect topical issues in those areas in Africa</b></p> <p>Learners to</p> <ul style="list-style-type: none"> <li>• observe and document daily occurrences (e.g. news on conflicts, road crashes, child abuse, diseases, floods, energy efficiency);</li> <li>• identify how to protect the environment (e.g. by safe use of the roads by pedestrians, motor bike riders, drivers and passengers; prevention of communicable diseases and using energy efficiency gadgets);</li> <li>• find ways to manage energy resources at home, in school and in the community;</li> <li>• discuss topical issues of involving plastic waste, conflict, illegal migration, human trafficking, diseases, rising temperatures, drowning, road safety, etc. in other African countries and the rest of the world.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 1: Thinking and Exploring Ideas**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 2.1.1</b> Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues</p>	<p><b>B3 2.1.1.1</b> <b>Study and talk about performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• gather information through library research, surfing the internet for African music, dances and drama;</li> <li>• watch short documentaries on the performing arts of Africa;</li> <li>• discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world;</li> <li>• imitate the skills and techniques that the composers, arrangers and performers use;</li> <li>• discuss the subject matter, the occasions on which they are performed – festivals, entertainment shows, sporting activities, independence anniversary celebrations and their social and cultural importance;</li> <li>• develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.</li> </ul> <p><b>B3 2.1.1.2</b> <b>Generate ideas from performing artworks produced or performed in other African communities for creating own artworks that reflect people in those areas in Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• study the music, dance and drama produced or performed in other countries in Africa and the rest of the world (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana, Bongo Flava of Tanzania, Hip-hop, Kpop, Jingle, Breaks, Azonto)</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Critical Thinking</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 2.1.1</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues</p>	<ul style="list-style-type: none"> <li>• examine the resources, elements, instruments available for composing and performing the arts under study and how they are acquired;</li> <li>• develop own ideas and concepts to compose and perform own music, dance and drama.</li> </ul> <p><b>B3 2.1.1.3</b> <b>Study and talk about performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• engage in short out-of-the-classroom trips and environmental walks; watch documentaries;</li> <li>• talk about the natural and manmade environments (e.g. forests, deserts, mountains, housing, dams, plants, animals, rivers, recreational centres, roads, bridges, markets, shopping malls);</li> <li>• observe and assess the natural and manmade environments in respect of the elements and principles of design (e.g. forests, deserts, mountains, housing, dams, animals, birds, recreational centres, roads, bridges, markets, shopping malls, drains, highlands, beaches, sanitation);</li> <li>• identify the nature and characteristics of the things observed in the natural and manmade environments (e.g. rugged, undulating, smooth, rough, clean, polluted, waving, crawling).</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Critical Thinking</b></p> <p><b>Collaboration</b></p>

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 2.1.1</b>            Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues</p>	<p><b>B3 2.1.1.4</b>  <b>Study and talk about performing artworks produced or performed in other African communities that reflect topical issues in those areas of Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• talk about topical issues that affect sustainable production of music, dance and drama;</li> <li>• identify and learn about resources for making instruments for performances e.g. wood for carving drums and the issue of deforestation;</li> <li>• describe the effects of diseases (e.g. cholera, HIV/AIDS), conflicts and road accidents on composers, performers, compositions and performances of the arts: music, dance and drama.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Critical Thinking</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 1.2.2</b>            Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.</p>	<p><b>B3 1.2.2.1</b>  <b>Plan own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• examine the history and culture of the people from other countries in Africa(beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority) as a guide;</li> <li>• talk about artworks produced/performed in Africa (e.g. masks, beads sculptures, paintings, pottery wares, woven baskets and leather products);</li> <li>• identify and experiment with the tools, materials and methods of production the artists use;</li> <li>• organise and develop ideas by sketching own creative ideas and concepts to make own visual artworks such as painting; collage; mosaic; montage, prints, patterns, letter collé, greeting cards, posters, cast, carved and modelled works, knitted, stitched, constructed, quilled (origami) and assembled stables, etc.</li> </ul> <p><b>B3 1.2.2.2</b>  <b>Plan to create own artworks that represent visual artworks produced or found in other communities in Africa, by experimenting with available tools, materials and methods for creating artworks that reflect the natural and manmade environments in those areas in Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• experiment with available tools, materials, resources and techniques based on an assigned task to determine their nature and suitability for designing and making visual artworks;</li> </ul>	<p><b>Decision Making</b></p> <p><b>Critical Thinking</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 1.2.2</b> Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities</p>	<ul style="list-style-type: none"> <li>• cut and organise various coloured objects from natural and manmade sources (e.g. shells, sand, seeds, bamboo twigs, fibres, fabric, paper, beads, yarns) to create pictorial images having backgrounds, image grounds and foregrounds;</li> <li>• enhance the surface appearance of objects by using a combination of skills such as scribbling, shading, painting, marbling, spraying, blowing, glazing, embossing, etc.;</li> <li>• discuss the visual artworks created that reflect natural and manmade environments in other African cultures.</li> </ul> <p><b>B3 1.2.2.3</b> <b>Plan for making own artworks that represent visual artworks produced or found in other communities in Africa, by experimenting with available tools, materials and methods for creating visual artworks that reflect topical issues in those areas of Africa</b></p> <ul style="list-style-type: none"> <li>• explore malleable materials such as clay, papier mâché and plasticine to create artworks by pinching, slabbing, modelling, casting, carving, embossing, engraving, incising, scooping, luting, etc.;</li> <li>• explore knitting, knotting, embroidering, sewing, stitching and weaving skills using available pliable materials from the environment such as cane, sisal, coir, jute, flax, etc.;</li> <li>• discuss the visual artworks that reflect topical issues in other cultures in Africa.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Critical Thinking</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>



**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 2.2.2</b>            Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities</p>	<p><b>B3 2.2.2.1</b>  <b>Plan own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• organise and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the:</li> <li>• talk about the history and culture (e.g. beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority, politics) of people from other parts of Africa;</li> <li>• experiment with compositions produced/performed in other parts of Africa (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana);</li> </ul> <p><b>B3 2.2.2.2</b>  <b>Plan to create own artworks that represent performing arts in other communities in Africa, by experimenting with available instruments, resources and techniques for producing performing artworks that reflect the natural and manmade environments in those areas in Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other cultures in Africa;</li> <li>• talk about the history and culture (e.g. their beliefs, customs, religion, festivals) of the people from other parts of the Africa;</li> </ul>	<p><b>Decision Making</b></p> <p><b>Problem Solving</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 2.2.2</b> Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities</p>	<ul style="list-style-type: none"> <li>• Try out some music, dance and drama compositions performed by people from other parts of Africa (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana and Azonto).</li> </ul> <p><b>B3 2.2.2.3</b> <b>Plan for making own artworks that represent performing artworks produced or found in other communities in Africa, by experimenting with available instruments, resources and techniques for producing artworks that reflect topical issues in those areas in Africa</b></p> <ul style="list-style-type: none"> <li>• explore available instruments, equipment, sounds, rhythms and movement patterns that are good for composing and performing music, dance, drama, etc.;</li> <li>• experiment with the available instruments, equipment, sounds, movement etc. to perform some of the compositions from other parts of Africa that reflect topical issues such as unemployment, safe road practices, energy efficiency and conservation, plastic waste.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Critical Thinking</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 1.2.3</b>            Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as, the visual artists, their culture, the environment and emerging topical issues</p>	<p><b>B3 1.2.3.1</b>  <b>Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own views of visual artworks that reflect the history and culture of people in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• Create own artworks based on the history and culture of the people from other countries in Africa (e.g. beliefs, customs, religion, festivals, rites of passage);</li> <li>• Create own artworks based on what is produced in other countries in Africa (e.g. masks, sculptures, paintings, pottery wares, woven, printed and dyed fabrics; leather products; beads).</li> </ul> <p><b>B3 1.2.3.2</b>  <b>Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own view about visual artworks that reflect the natural and manmade environments in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• create own visual artworks based on ideas derived from the natural and manmade environments (e.g. roads, animals, birds, rivers)</li> </ul> <p><b>B3 1.2.3.3</b>  <b>Create own functional visual artworks using available materials, tools and methods to express own views that reflect topical issues in Africa</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• select ideas from topical issues in Africa and come out with own design concepts to educate or sensitise the public on the importance or dangers of the issues.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 1.2.3</b> Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as, the visual artists, their culture, the environment and emerging topical issues</p>	<p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>select and use suitable and appropriate materials available (e.g. clay for modelling and casting, paper for drawing and painting, colour for painting and spraying, wood and other solid materials for carving, glue for bonding, yarn for weaving)</i></li> <li>• <i>select and use suitable and appropriate tools and equipment available (e.g. brush for painting; scissors and cutting knives for cutting; spray diffuser for spraying);</i></li> <li>• <i>select and use suitable and appropriate manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);</i></li> <li>• <i>select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying);</i></li> <li>• <i>demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own 2-Dimensional and 3-Dimensional artworks based on own ideas and experiences.</i></li> </ul> <p><b>Note:</b> produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, construction and assembling.</p>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND2: PERFORMING ARTS**  
**SUB-STRAND 2: Planning, Making and Composing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 2.2.3</b>            Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as, the visual artists, their culture, the environment and emerging topical issues</p>	<p><b>B3 2.2.3.1</b>  <b>Create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• use available instruments, resources and techniques to create own music, dance and drama based on the history and culture of the people from Africa (e.g. their occupation, customs, staple foods, traditions, festivals);</li> <li>• create own music, dance and drama based on the concept of performances in Africa using available instruments, resources and techniques.</li> </ul> <p><b>B3 2.2.3.2</b>  <b>Create own artworks using available instruments, resources and techniques to express own views about performing artworks that reflect the natural and manmade environments in other African communities</b></p> <p>Learners are to;</p> <ul style="list-style-type: none"> <li>• use available instruments, resources and techniques create own knowledge and understanding of the natural and manmade environment (e.g. roads, vegetation, recreational parks, plants, animals, birds, rivers);</li> <li>• use available instruments, elements, resources and techniques for public education and entertainment.</li> </ul> <p><b>B3 2.2.3.3</b>  <b>Create own music, dance and drama performances using available instruments, resources and methods to express own views that reflect topical issues in other Africa communities</b></p> <p>Learners to:</p> <ul style="list-style-type: none"> <li>• use available instruments, elements, resources and techniques for public education and entertainment;</li> <li>• using available instruments, resources and techniques, create own music, dance and drama based on the concept of performances in Africa that reflect</li> </ul>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 2.2.3</b> Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as, the visual artists, their culture, the environment and emerging topical issues</p>	<p>Topical issues such as plastic waste, drowning, flooding, safe road practices, use of ICT devices, etc.)</p> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>select and use suitable and appropriate instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rattles, clappers, castanets, horn, whistles);</i></li> <li>• <i>select and use suitable and appropriate manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation, guided writing skills to communicate feelings, melody, and dramatization);</i></li> <li>• <i>select/create props, scenery, and costumes for different styles and performances which support and enhance the intent of a production;</i></li> <li>• <i>demonstrate basic knowledge and skills in the use and application of the elements and principles of design, instruments, methods and techniques freely in creative and expressive ways to produce own music, dance and drama.</i></li> </ul> <p><b>Note:</b> produce own music, dance and drama by arranging, composing, performing, reciting, dancing, singing, costuming, acting, imitating, drumming, role-playing, gesturing, miming, etc.</p>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 3: Displaying and Sharing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 1.3.4</b> Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.</p>	<p><b>B3 1.3.4.1</b> <b>Plan a display of own visual artworks to share creative experiences based on ideas that reflect the history and way of life of people in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video on an exhibition of other African cultures;</li> <li>• discuss the need for displaying a portfolio of own visual artworks;</li> <li>• Plan a display of portfolio of own visual artworks (e.g. drawing and colouring) to share ideas, educate and inform the public on the history and culture of people in other parts of Africa.</li> </ul> <p><b>B3 1.3.4.2</b> <b>Plan for a display of own artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• discuss and display own artworks to reflect other African communities;</li> <li>• plan the arrangement of own artworks in order to share, educate and inform the public on the natural and manmade environments in other parts of Africa.</li> </ul> <p><b>B3 1.3.4.3</b> <b>Plan for a display of own artworks to share creative experiences based on ideas that reflect topical issues in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• talk about how to display artworks e.g. mounting, hanging and spreading to reflect other African communities;</li> <li>• plan the arrangement of own artworks to share, educate and inform the public on the topical issues of other parts of Africa.</li> </ul>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 I.3.4</b>            Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display /performance.</p>	<p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss the need to display portfolio of own and/or others' visual artworks.</i></li> <li>• <i>develop a roadmap for the exhibition by:</i> <ul style="list-style-type: none"> <li>- <i>fixing a date</i></li> <li>- <i>selecting a venue</i></li> <li>- <i>inviting an audience</i></li> </ul> </li> <li>• <i>select and agree on a theme for the exhibition by brainstorming, discussing and reaching a consensus.</i></li> <li>• <i>send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp) to target audience</i></li> <li>• <i>select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance, mode of display: hanging, spreading, etc.;</i></li> <li>• <i>getting ready: plan the layout of the exhibition, prepare labels for the works (e.g. title, name of artist, date), clean and tidy up the exhibition hall and environment;</i></li> <li>• <i>post exhibition/display activities: cleaning, appreciation, appraisal, evaluation, reporting, etc.</i></li> </ul> <p><b>Note:</b> <i>plan a display of portfolio of own visual artworks to share with, educate and inform the public on people in other African communities.</i></p>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>



**STRAND 2: PERFORMING ARTS**  
**SUB-STRAND 3: Displaying and Sharing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 2.3.4</b>            Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/performance.</p>	<p><b>B3 2.3.4.1</b>  <b>Plan a display of own performing artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video or live performances that reflect the history and culture of other African communities;</li> <li>• discuss the need for performing compositions of own music, dance, drama, etc.;</li> <li>• plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in other parts of Africa.</li> </ul> <p><b>B3 2.3.4.2</b>  <b>Plan a display of own music, dance and drama to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video that reflects the natural and manmade environments of other African cultures;</li> <li>• select compositions by considering criteria like creativity and originality;</li> <li>• plan the arrangement of own music, dance and drama to share with the public on the natural and manmade environments of other parts of Africa.</li> </ul> <p><b>B3 2.3.4.3</b>  <b>Plan a display of own music, dance and drama to share creative experiences based on ideas that reflect topical issues in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a short video that reflects the topical issues in the local community;</li> <li>• plan a display of own music, dance and drama to educate and inform the public on the topical issues in other parts of Africa.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 2.3.4</b> Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display /performance.</p>	<p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss the need for performing the collection of own and/or others' music, dance and drama.</i></li> <li>• <i>develop a roadmap for the event (performance):</i> <ul style="list-style-type: none"> <li>- <i>fixing a date</i></li> <li>- <i>selecting a venue</i></li> <li>- <i>inviting an audience;</i></li> </ul> </li> <li>• <i>select and agree on a theme for the performance by brainstorming, discussing and reaching a consensus;</i></li> <li>• <i>send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp) to target audience;</i></li> <li>• <i>select own and/or others' compositions for the event/performance, by considering criteria like creativity and originality, relevance to the theme, social and cultural importance, mode of performance (solo/group), costumes, props);</i></li> <li>• <i>getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners);</i></li> <li>• <i>post performance activities: cleaning, appreciation, appraisal, evaluation, reporting.</i></li> </ul> <p><b>Note:</b> plan a display of portfolio of own performing artworks (music, dance and drama) to educate, inform and entertain the public.</p>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 1: VISUAL ARTS**  
**SUB-STRAND 3: Displaying and Sharing**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 1.3.5</b>            Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.</p>	<p><b>B3 1.3.5.1</b>  <b>Display own visual artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>display portfolio of own visual artworks to educate and inform the public on artworks that reflect the history and culture of other African people.</li> </ul> <p><b>B3 1.3.5.2</b>  <b>Display own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments of other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>display portfolio of own visual artworks to educate and inform the public on things that reflect the natural and manmade environment of other African cultures.</li> </ul> <p><b>B3 1.3.5.3</b>  <b>Display own visual artworks to share creative experiences based on ideas that reflect topical issues in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>display portfolio of own visual artworks to educate and inform the public on visual artworks that reflect the topical issues in the local community.</li> </ul>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
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<p><b>B3 1.3.5</b>          Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events</p>	<p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>decide on the types and number of artworks to exhibit and mount them based on the space available and the theme of the exhibition;</i></li> <li>• <i>assign individual and group tasks and responsibilities and ensure they are carried out successfully (e.g. leading visitors through the exhibition space and writing of comments and signing of visitors books);</i></li> <li>• <i>display artworks by hanging, draping, placing, spreading, leaning and, labelling them using manual penmanship (calligraphy) or ICT (computer) prints: name of artist, title of work, size of work, date of production;</i></li> <li>• <i>check/monitor visitors to prevent improper practices (e.g. touching, lifting, handling and/or taking away some of the exhibits);</i></li> <li>• <i>opening and closing of exhibition;</i></li> <li>• <i>cleaning, appreciation, appraisal, evaluation, reporting, etc.</i></li> </ul> <p><b>Note:</b> <i>display portfolio of own visual artworks to document, educate and inform the public.</i></p>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>
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**STRAND 2: Performing Arts**  
**SUB-STRAND 3: Displaying and Sharing**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 2.3.5</b> Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.</p>	<p><b>B3 2.3.5.1</b> <b>Perform own artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• watch a video or live performance of music, dance and drama of other parts of Africa;</li> <li>• perform some of the music, dance and drama displayed during a festival of other African communities;</li> <li>• perform own music, dance and drama compositions to share ideas, educate and inform the public on own knowledge and understanding of the history and culture of other African communities.</li> </ul> <p><b>B3 2.3.5.2</b> <b>Perform own artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• perform own music, dance and drama to share with, educate and inform the target audience on things that reflect the natural and manmade environments in other parts of Africa;</li> <li>• perform some of the music, dance and drama displayed in other African communities.</li> </ul> <p><b>B3 2.3.5.3</b> <b>Perform own music, dance and drama to share creative experiences based on ideas that reflect topical issues in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• role-play performances in music, dance and drama to inform and educate;</li> </ul>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES
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STANDARD		AND CORE COMPETENCIES
<p><b>B3 2.3.5</b> Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/ presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events</p>	<ul style="list-style-type: none"> <li>• perform own music, dance and drama compositions to share ideas, educate and inform the audience on topical issues of the people in other African communities.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>decide on the types and number of performances to display during the event based on the theme, time available and the expected audience (e.g. performances best tell the story or theme of the event);</i></li> <li>• <i>assign individual and group tasks as well as responsibilities and ensure they are carried out successfully (e.g. master of ceremony, ushering and introduction of special guests and other dignitaries to the show for explaining the concepts/title of the compositions, performances and the theme for the event);</i></li> <li>• <i>Sequencing of performances to best tell the story of the event from the beginning to the climax;</i></li> <li>• <i>following the programme of the day: opening, performances and closing;</i></li> <li>• <i>cleaning, appreciation, appraisal, evaluation, reporting, etc.</i></li> </ul> <p><b>Note:</b> <i>display/perform own music, dance and drama to educate inform and entertain the public</i></p>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

**STRAND I: VISUAL ARTS**  
**SUB-STRAND 4: Appreciating and Appraising**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 1.4.6</b> Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports</p>	<p><b>B3 1.4.6.1</b> <b>Agree on guidelines for viewing artworks and expressing own feelings and thoughts about own and others' displayed visual artworks as representations of artworks produced or found in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree to the guidelines for viewing, examining and reporting own feelings and thoughts about the displayed visual artworks;</li> <li>• agree on how to use the guidelines to express own feelings and thoughts about own and others' displayed artworks.</li> </ul> <p><b>B3 1.4.6.2</b> <b>Agree on guidelines for assessing and deriving meaning from own and others' visual artworks as representations of artworks produced or found in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree on guidelines for deducing the meaning of each artwork displayed;</li> <li>• discuss how to use the guidelines to express the meaning of each displayed artwork.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested above;</i></li> <li>• <i>identify the correct vocabulary to use for appreciating and appraising artworks;</i></li> <li>• <i>agree on what to use the appraisal report for and how to share it;</i></li> <li>• <i>agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</i></li> <li>• <i>fix a day/date for the appreciation/appraisal/jury.</i></li> </ul>	<p><b>Decision Making</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>

CONTENT	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES
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STANDARD		AND CORE COMPETENCIES
<p><b>B3 1.4.6</b>            Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports</p>	<p><b>Note:</b> appreciate and appraise exhibited/displayed own and others' visual artworks (2-Dimensional and 3-Dimensional)            Use the following guidelines for documentations, recordings and sharing:</p> <ul style="list-style-type: none"> <li>• <b>Description of the work:</b> the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood),                size of the work, number of objects/items in the work;</li> <li>• <b>Subject matter:</b> meaning, message, topic, meaning, mood, feelings, historical, religious and, environment issues;</li> <li>• <b>Appraisal:</b> what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation;</li> <li>• <b>Experiences to share:</b> the design process through thinking and composing, planning and making, displaying and sharing, etc.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p> <p><b>Digital Literacy</b></p>



**STRAND2: PERFORMING ARTS**  
**SUB-STRAND 4: Appreciating and Appraising**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B3 2.4.6</b>            Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports</p>	<p><b>B3 2.4.6.1</b>  <b>Agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others’ performances as representations of artworks produced or found in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree on guidelines for viewing, examining and expressing own views about the music, dance and drama performances;</li> <li>• agree on how to use the agreed guidelines to express own feelings and thoughts about own and others’ displayed music, dance and drama performances.</li> </ul> <p><b>B3 2.4.6.2</b>  <b>Use the agreed guidelines to examine and derive meaning from own and others’ performances as representations of artworks produced or found in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• agree on guidelines for deducing the meaning of each artwork displayed;</li> <li>• discuss how to use the guidelines to express and report the meaning of each displayed artwork.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>discuss and accept guide for appreciating and appraising own and/or others; compositions and performances based on the guide guidelines suggested above;</i></li> <li>• <i>identify the correct vocabulary to use for appreciating and appraising music, dance and drama;</i></li> <li>• <i>agree on what to use the appraisal report for and how to share it ;</i></li> <li>• <i>agree on the approach/method (manual/digital) to use in recording/documenting</i></li> </ul>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 2.4.6</b>            Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports</p>	<ul style="list-style-type: none"> <li>• <i>the appraisal process;</i></li> <li>• <i>fix a day/date for the appreciation/appraisal/jury.</i></li> </ul> <p><b>Note:</b> respond to, appreciate and appraise own and/or others’ music, dance and drama,            Use the following guidelines for documentations, recordings and sharing</p> <ul style="list-style-type: none"> <li>• <b>Music:</b> theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music;</li> <li>• <b>Dance:</b> theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics;</li> <li>• <b>Drama:</b> characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity;</li> </ul>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND I: VISUAL ARTS**

### SUB-STRAND 4: Appreciating and Appraising

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 1.4.7</b> Demonstrate understanding of how to make informed decisions about displays, presentations, performances, recordings and/or reports based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<p><b>B3 1.4.7.1</b> <b>Use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks as representations of artworks produced or found in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• view and make informed decisions on the artworks using the senses and the agreed guidelines</li> <li>• examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used);</li> <li>• assess the beauty and usefulness of own and others' displayed visual artworks as representations of artworks produced or found in other African communities.</li> </ul> <p><b>B3 1.4.7.2</b> <b>Report own views about the beauty and usefulness of the displayed visual artworks and make suggestions for modifying or improving upon them for future presentations</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• view and make informed decisions on the artworks using the senses and the agreed guidelines</li> <li>• assess the beauty of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing);</li> <li>• talk about and make suggestions for modifying or improving the quality of own and others' displayed visual artworks.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>talk about, appreciate and appraise own and/or others' visual artworks using the guidelines above dispassionately;</i></li> <li>• <i>use the outcome of the appreciation/appraisal to modify the product or to produce a similar or different artwork.</i></li> <li>• <i>record/document the activity and share using a platform accepted social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp, etc.</i></li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 1.4.7</b>            Demonstrate understanding of how to make informed decisions about displays, presentations, performances, recordings and/or reports based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<p><b>Note:</b> appreciate and appraise exhibited/displayed own and others' visual artworks (2-Dimensional and 3-Dimensional)            Use the following guidelines for documentations, recordings and sharing:</p> <ul style="list-style-type: none"> <li>• <b>Description of the work:</b> the elements in the work (e.g. dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work;</li> <li>• <b>Subject matter:</b> meaning, message, topic, mood, feelings, history, religion, environment;</li> <li>• <b>Appraisal:</b> what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation;</li> <li>• <b>Experiences to share:</b> the design process through thinking and composing, planning and making, displaying and sharing, etc.</li> </ul>	<p><b>Decision Making</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

**STRAND 2: Performing Arts**  
**SUB-STRAND 4: Appreciating and Appraising**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 2.4.7</b> Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<p><b>B3 2.4.7.1</b> <b>Use agreed guidelines to make informed decisions about the value and functions of own and others’ music, dance and drama performances that express own views of people in other African communities</b></p> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>• view and make informed decisions on agreed guidelines by using the senses and movement</li> <li>• assess based on established guide for judging music, dance and drama by using the theme, subject matter, instruments, costumes, techniques, elements</li> <li>• to respond, appreciate and appraise own and/or music, dance and drama,</li> <li>• recognise the characteristics of own and others’ music, dance and drama</li> <li>• talk about the usefulness of the displayed music, dance and drama</li> <li>• identify future modifications that can be done to enhance the usefulness</li> </ul> <p><b>B3 2.4.7.2</b> <b>Based on the agreed guidelines, generate feedback or reports on how own and others’ displayed performing artworks could be modified or enhanced for future presentations</b></p> <p>Learners are to: display (real/photographs/video) selected own and others’ displayed</p> <ul style="list-style-type: none"> <li>• performing artworks</li> <li>• talk about the works dispassionately using agreed guidelines;</li> <li>• use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artworks.</li> </ul> <p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>• <i>talk about appreciate and appraise own and/or others’ compositions and performances using the guidelines above dispassionately;</i></li> <li>• <i>use the outcome of the appreciation/appraisal to modify the product or to produce a similar or different composition and performance;</i></li> <li>• <i>record/documentthe activity and share using a social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp, etc.</i></li> </ul>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B3 2.4.7</b>            Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications</p>	<p><b>Note:</b> appreciate and appraise own and/or others' music, dance and drama. Use the following guidelines for documentations, recordings and sharing:</p> <ul style="list-style-type: none"> <li>• <b>Music:</b> theme, voice production and diction, harmony and blending of parts;</li> <li>• <b>Dance:</b> theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics;</li> </ul> <p><b>Drama:</b> characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</p>	<p><b>Creativity and Innovation</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

## APPENDICES

### GLOSSARY

## a) Visual Arts

- Abstract:** It is an artwork in which the artist changes the way something looks so that it does not look like the real object it represents. An idea or concept which does not look like the original.
- Aesthetic:** Standards applied in making judgments about the merit of an artwork.
- Appliqué:** An artwork or design made by cutting pieces of one material and fixing them onto the surface of another.
- Artefact:** An object made or used by human beings, especially during a specific period in history.
- Artwork:** The outcome, product or result of using a creative process to design and make objects for aesthetic purposes and to communicate ideas through visual language. Any of the art forms, such as drawing, painting, sculpture, etc.
- Artist:** A person who designs and makes artworks.
- Assemblage:** A three-dimensional composition made by combining (assembling) a variety of objects.
- Balance:** A state of equilibrium referring to the balance of weight or the arrangement of elements in a design. Designs may be balanced on both sides from the centre (symmetrical) or balanced off the centre (asymmetrical).
- Batik:** It is a technique of decorating fabric using a wax-resist dyeing method. Batik is made by either drawing or stamping the motifs using wax.
- Bead making:** It is a form of art whereby glass or clay is fired and a hole made in it to make beautiful jewellery. It is also the art of arranging beads into different designs to form necklaces, bracelets, crowns, rings, earrings, anklets and so on.
- Bisque:** An unglazed pottery ware that has been fired at a low temperature to make handling easier.
- Calligraphy:** Beautiful handwriting made with a quill, reed pen or brush.
- Carving:** A sculpting technique in which the sculptor cuts, chips or whittles away part of a solid mass of material e.g. wood, clay or stone, to create a sculpture. Carving is also referred to as a subtractive process.
- Casting:** A sculpting technique in which liquid substance (metal or clay) is poured into a mould and allowed to harden.
- Ceramics/pottery:** Artworks made out of clay and then 'fired' to make them permanent.
- Ceremonial art:** Art made to honour a person or event.
- Clay:** Sticky earth that is used in pottery and ceramics. It is wet and hardens after drying or heating.
- Coiling:** A method of forming pottery from rolls of clay.
- Collage:** Artwork made by attaching pieces of paper or other material to a flat surface.
- Colour:** The hue, tint and shade of pigment. Colour has three properties: hue, value, and intensity.
- Colour wheel:** A circle diagram that shows how colours are related.
- Complementary colours:** These are colours opposite one another on the colour wheel. E.g. Red and green, blue and orange, and yellow and violet.
- Composition:** The arrangement or organisation of elements in a work of art.
- Contour drawings:** The drawing of an object as though the drawing tool is moving along all the edges and ridges of the form.
- Construction techniques:** Different ways of putting materials together (e.g. stapling, cutting, gluing, taping, etc.).
- Contrast:** The difference between two or more elements in a design or the degree of difference between the lightest and darkest parts of a picture.
- Cool colours:** Colours suggesting coolness, e.g. blue, green, and violet. They remind us of cool things like water or the forest. Artists use them to create moods.
- Design:** The plan, conception, or organisation of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole.
- Distortion:** Condition of being twisted or bent out of shape. In art, distortion is often used as an expressive technique.
- Dominance:** The importance or the emphasis of one aspect in relation to all other aspects of a design.
- Drawing:** A two-dimensional artwork made with a pencil or crayon.

- Drawing techniques:** Different ways of drawing, such as hatching, stippling, contour, blending, or shading:  
*Hatching:* drawing repeated parallel lines to create a texture or value.  
*Cross hatching:* drawing repeated crossing lines to create a texture or value.  
*Contour:* drawing the outlines of a shape or form.  
*Blending:* smudging to create a texture or value.  
*Shading:* creating various graduations of value.
- Elements of art:** Sensory components used to create works of art: line, colour, shape/form, texture, value, space.
- Emphasis:** Special stress given to an element to make it stand out. Emphasis is what we notice first in an artwork.
- Engraving:** The method of cutting or incising a design into a material, usually metal, with a sharp tool.
- Expressive art:** Ideas that express moods. Art created to show feeling or emotion.
- Figurative:** Pertaining to representation of form or figure in art.
- Foreground:** Part of a two-dimensional artwork that appears to be nearer the viewer or in the front. Middle ground and background are the parts of the picture that appear to be farther and farthest away.
- Focal point:** The place in a work of art on which attention becomes centred because of an element that has been emphasised in a way.
- Form:** A three-dimensional volume or the illusion of three dimensions (related to shape, which is two-dimensional); the particular characteristics of the visual elements of a work of art (as distinguished from its subject matter or content).
- Frottage:** Designs and textural effects that are created by placing paper over objects that have raised textured surfaces and rubbing the paper with pencil or crayon.
- Function:** The purpose and use of a work of art.
- Functional art:** The art that is made to be used or to serve a purpose.
- Gallery:** A place for displaying or selling artworks.
- Genre:** The representation of people, subjects, and scenes from everyday life.
- Gesture drawing:** The drawing of lines quickly and loosely to show movement in a subject.
- Glaze:** In ceramics, it is the thin, glossy coating fired onto pottery. In painting, it is a thin layer of transparent paint.
- Green ware:** Bone-dry, unfired pottery.
- Hand-building:** Making clay forms by a non-mechanical process, such as pinching, coiling, or slab building.
- Harmony:** The principle of design that combines elements in a work of art to emphasise the similarities of separate but related parts.
- Hue:** The name of a colour (e.g., red, blue, yellow, orange).
- Illustration:** A picture specifically designed for the purpose of communicating commercial ideas, such as images for CD covers or books.
- Incise:** To remove (subtract) clay by cutting into the surface.
- Installation art:** The hanging of ordinary objects on museum walls or the combining of found objects to create something completely new. Installation art now includes art as a concept.
- Intensity:** Also called Chroma or saturation. It refers to the brightness of a colour (colour is full in intensity only when it is pure and unmixed). Colour intensity can be changed by adding black, white, grey, or an opposite colour on the colour wheel.
- Landscape:** A work of art that shows an outdoor scene.
- Leather-hard:** The condition of a clay body when much of the moisture has evaporated and shrinkage has just ended, but the clay is not totally dry. Joining slabs, carving, or burnishing is done at this stage.
- Line:** A point moving in space. Line can vary in width, length, curvature, colour, or direction.
- Loom:** A frame or machine for weaving fabrics.
- Marquette:** A small model (as of a sculpture or a building).
- Mass:** The outside size and bulk of a form, such as a building or a sculpture; the visual weight of an object.
- Media:** Plural of medium, it refers to materials used to make art; categories of art (e.g., painting, sculpture, film).
- Medium:** A material used to produce art; for example, paint, clay, fibre. The plural of medium is media.
- Middle ground:** The area of a two-dimensional work of art between the foreground and background.
- Mixed-media:** A work of art for which more than one type of art material is used to create the finished piece.



**Modelling:** A sculptural technique of manipulating a soft material to create a three-dimensional form.

**Monochromatic:** A colour scheme involving the use of only one hue that can vary in value or intensity.

**Mood:** The state of mind or feeling communicated in a work of art, frequently through colour.

**Mosaic:** An art work that is created by pasting a surface with very tiny pieces of other materials.

**Motif:** A unit repeated over and over in a pattern. The repeated motif often creates a sense of rhythm.

**Movement:** The principle of design that deals with the creation of action.

**Multimedia:** Computer programmes that involve users in the design and organisation of text, graphics, video, and sound in one presentation.

**Mural:** A painting, generally drawn or painted directly onto an interior or exterior wall.

**Narrative art:** An artwork that tells a story or shares information.

**Negative (space):** The empty space or shape containing or surrounding an image in a two or three-dimensional artwork. It represents areas not occupied by objects.

**Neutral colours:** The colours black, white, grey, and variations of brown. They are included in the colour family called earth colours.

**Non-objective:** Having no recognisable object as an image. Also called nonrepresentational.

**Observational:** Skills learned while observing first-hand, the object, figure, or place. They are required for achieving good drawings.

**Pattern:** Anything repeated in a predictable combination. A line, shape, or colour repeated again and again.

**Performance art:** A type of art in which events are planned and enacted before an audience for aesthetic reasons.

**Perspective:** A system of representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.

**Point of view:** The angle from which the viewer sees the objects or scene.

**Portfolio:** A systematic, organised collection of students' works.

**Portrait:** A work of art that shows a specific person or group of people.

**Positive (space):** The actual shape or space that an image occupies in a design or composition.

**Primary colours:** the colours red, yellow, and blue. From these all other colours are created. They are colours that cannot be made from other colours.

**Printmaking:** The transferring of an inked image from one surface (from the plate or block) to another (usually paper).

**Principles of design:** The organization of works of art. They involve the ways in which the elements of art are arranged (balance, contrast, dominance, emphasis, movement, repetition, rhythm, variety, unity).

**Proportion:** The size or amount of one thing compared to that of another thing.

**Realistic art:** Artworks that show things the way they really look.

**Reflection:** Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.

**Relief:** A type of sculpture in which forms project from a flat background; areas of relief may be concave or convex:  
*Bas-relief* – a low relief.  
*High relief* – a sculptural relief that stands out or protrudes from the background  
*Additive relief* – a type of relief in which elements are added and protrude from a surface.  
*Subtractive relief* – a type of relief in which elements are carved, etched or inscribed into a surface.

**Resist:** An art process using two or more materials that do not mix, such as, crayon and watercolour or wax and dye.

**Rhythm:** Intentional, regular repetition of lines of shapes to achieve a specific repetitive effect or pattern.

**Rubric:** A guide for judgment or scoring; a description of expectations.

**Scale:** Relative size, proportion used to determine measurements or dimensions within a design or work of art.

**Scoring:** In pottery/ceramics, scratching the surfaces of both pieces of clay before joining them together; in paperwork, the incising of the surface to enable precise folding.

**Screen printing:** A printmaking technique in which a screen is used as the printing block or plate.

**Sculpture:** A three-dimensional work of art either in the round (to be viewed from all sides) or in *bas relief* (low relief in which figures protrude slightly from the background).

**Secondary colours:** Colours that are a mixture of two primary colours. Red and yellow make orange, yellow and blue make green, and blue and red make violet.

**Shade:** Colour with black added to it.

**Shape:** A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.

**Silhouette:** Outline drawing of a shape filled in with a solid colour.

**Sketch:** A drawing without much detail, usually completed in a short time.

**Slab building:** A hand-building method with clay using flat rolled out sheets of clay.

**Slip:** Liquid or fluid clay used in joining clay pieces and also for surface decoration.

**Smudging:** Merging colours applied to a surface with a graphite pencil, brush, crayon, coloured pencil or other medium; sometimes called feathering or blending.

**Soft sculpture:** Sculpture made with fabric and stuffed with soft material.

**Solvent:** The liquid that controls the thickness or the thinness of paint.

**Space:** The emptiness or area between, around, above, below, or contained within objects. Shapes and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them.

**Still life:** Arrangement or work of art showing a collection of inanimate objects.

**Structure:** The way in which parts are arranged or put together to form a whole.

**Style:** A set of characteristics of the art of a culture, a period, or school of art. It is the characteristic expression of an individual artist.

**Subtractive:** Refers to sculpting method produced by removing or taking away from the original material (the opposite of additive).

**Symbol:** An image that represents something else.

**Texture:** The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.

**Theme:** An idea based on a particular subject.

**Three-dimensional:** Having height, width, and depth. Also referred to as 3-D.

**Tint:** A colour mixed with white to make it lighter.

**Tone:** Colour shaded or darkened with grey (black plus white).

**Two-dimensional:** Having height and width but not depth. Also referred to as 2-D.

**Unity:** Total visual effect in a composition achieved by the careful blending of the elements of art according to the principles of design.

**Value:** Lightness or darkness of a hue or neutral colour. A value scale shows the range of values from black to white.

**Variety:** A principle of art concerned with combining one or more elements of art in different ways to create interest.

**Virtual:** An image produced by the imagination and not existing in reality.

**Visual arts:** The study of and creation of symbolic and/or realistic creative expressions using visual imagery to communicate personal, cultural, historical and/or universal thoughts, ideas, feelings and beliefs to satisfy the human need. They include drawing, painting, pottery, calabash arts, leatherworks, bead making, photography, sculpture, weaving, architecture, etc. that can evoke emotional aesthetic and intellectual responses.

**Visual literacy:** Includes thinking and communication. Visual thinking is the ability to transform thoughts and information into images; visual communication takes place when people are able to construct meaning from a visual image.

**Visual metaphor:** Images in which characteristics of objects are likened to one another and represented as that other. They are closely related to concepts about symbolism.

**Volume:** The space within a form (e.g., in architecture, volume refers to the space within a building).

**Warm colours:** Colours suggesting warmth: red, yellow, and orange. They are colours that remind us of warm things like sun or fire; artists use them to create moods.

**Warp:** In weaving, lengthwise yarns held in place and crossed by weft (width wise) yarns.

**Watercolour:** Transparent pigment mixed with water. Paintings done with this medium are known as watercolours.

**Weaving:** The technique of making a basket, doormat, fabric, etc. by interlacing yarns, fibres or weavers under and over each other by hand or on a loom

**Weft:** In weaving, the yarns that are carried over and under the warp yarns.

**Yarn:** Fibres spun into STRANDS for weaving, knitting or embroidery.

**Zone of focus:** The area in an image that appears with the most clarity.

## b) Performing Arts

### Elements of Music

**Rhythm:** Long and short notes combine to make rhythm.

- Duration: how long or short a sound (or silence) lasts.
- Tempo: the speed of the music (Note: Tempo indications are often designated by Italian terms):
  - a) Largo = slow
  - b) Adagio = slow
  - c) Andante = steady walking tempo
  - d) Moderato = moderate
  - e) Allegro = fast
  - f) Presto = very fast

**Syncopation** is a term relating to rhythm which has "off-the-beat" accents.

**Dynamics:** Loud sounds, Soft sounds

**Pitch:** How high or low a sound is.

**Tempo:** Speed of music – Fast or slow

**Form/Structure of music:** How a piece of music is organised, e.g. AB (Binary form) a piece of music that two sections, ABA (Ternary Form) is a three sectional music.

Call and response – In most African songs, singers are divided into two. The first group is made up of one person known as the *Cantor*, (*call*), while the rest of the singers forming the second group is known as the *Chorus* (*response*). The cantor leads the singing while the chorus sings after the cantor.

**Rhythmic patterns:** The various rhythms played by individual instruments in drum music (*Adowa, Agbadza, Kpanlogo, Kundum, Bawa*) are all rhythmic patterns.

**Texture:** How different sounds or instruments are combined in a piece of music, and the nature of sounds produced by each instrument.

**Timbre:** (*pronounced "Tam – ba"*) Tone colour or quality of sound that allows one to distinguish between one instrument and another, e.g. trumpet, piano, etc.

**Melody:** A combination of different sounds or pitches and rhythm. If you can sing, hum or whistle any song or tune that is melody.

**Melodic patterns:** Sing a known song and clap out every word you sing and that gives you the melodic patterns.

**Melodic Contour:** The rise and fall of pitches in a melody.

**Harmony:** Two, three or four sounds played or sung at the same time.

**Flute:** Flute is an orchestral instrument

**Atent&ben:** A bamboo flute

**Castanet:** (known in Akan as *Fri-kyi-wa*) a small metallic musical instrument used for time lines.

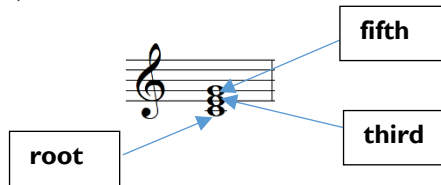
**Game songs:** Songs children sing during play/games, e.g. stone passing game songs.

**Echo-Clap/shout:** Clapping back a rhythmic pattern immediately after a given pattern.

**Scale:** An alphabetical succession of sounds ascending and descending from a starting note. E.g.: C D E F G A B (d r m f s l t d). A scale gets its name from where it starts. The white piano keys from C to C form a C major scale. These eighth notes (C, D, E, F, G, A, B, and then C again) represent the C major scale.

**Intervals:** The distance between any note and the next note whether black or white. Intervals are measured by the number of letter names from the lowest note upwards both note included in the count, e.g. C – G may be measured as C D E F G that is 5 notes in all, therefore the interval is a 5<sup>th</sup>. C – E is C D E and that is a 3<sup>rd</sup> because 3 notes or letters are involved.

**Triads** A triad is a three-note chord built of two third intervals stacked on top of each other. The three notes are called root, third and fifth from bottom to top. In the chord below, the two third intervals are C to E and E to G.



- Staff:** Staff (plural: staves) uses five parallel lines and four spaces to notate (write down) the pitches of music.
- Time Signature:** It is a notational convention used in Western musical notation to specify how many beats are contained in each measure, and which note value is equivalent to a beat
- Treble Clef:** A clef indicates which note names go on which lines (and spaces between the lines) on the staff. Clefs are written at the start of the staff. Treble clef designates the second line from the bottom as G. The lines in treble clef represent the pitches E, G, B, D, and F. The spaces are F, A, C, and E.
- Solo:** Music for one voice or one instrument.
- Duet:** Music for two voices or instruments
- Trio:** Music for three voices or instruments
- Patriotic songs:** Songs sung to show love for one's country or the passion which inspires one to serve his or her country
- Idiophone:** Self-sounding instruments, i.e. sound is produced through the vibration of the body of the instrument (e.g. bell, castanet, Axatse, Gankogui).
- Aerophones:** Instruments played by blowing air through the instrument (e.g. Wia or Atenteben).
- Chordophones:** Instruments from which sound is made by a vibrating chord or string (e.g. Goji).
- Membranophones:** Drums made with parchment heads or membrane (animal skin). Sound is produced by striking or scraping the membrane with the hand or an object like stick.
- Rest:** Rest is a musical symbol similar to notes, but indicate lengths of silences.

## TOOLS AND MATERIALS FOR CREATIVE ARTS

### 1. Dry Materials for Making Marks

- Pencils
- Pencil crayons
- Charcoal
- Conté crayons
- Chalk
- Chalk pastels
- Oil pastels
- Wax crayons

### 2. Wet Materials for Making Marks

- ballpoint pens
- felt pens
- markers
- ink
- India ink
- Colourants and paints: acrylic, water colour, tempera, poster, dyes, etc.

### 3. Tools Used to Apply Wet and Dry Materials

- Pens/Brushes
- Stomps/Tortillons
- Rollers
- Airbrush
- Palette Knife
- Found objects

### 4. Cutting Tools

- Scissors
- Cutter
- Blade

### 5. Craft Tools

- Embossment tools
- EVA Punches
- Design/Symbol Cutting Machines
- Hammer and Mallet
- Perforating and Drilling Tools
- Carving Tools
- Craft Punches

### 6. Sewing Tools

- Embroidery Tools
- Knitting Tools
- Scissors
- Needle

### 7. Measuring Tools

- Tape Measure
- Ruler

### 8. Modelling Tools

- Spatulas
- Scooping Tools
- Kidney

### 9. Tools and Equipment for Working with Wet and Dry Materials

- Easel
- Drawing board
- T-square
- Palette

### 10. Materials Used as Surfaces on Which to Make Marks

- Papers: Cartridge, Embossed, Art paper, Bond paper, etc.
- Glass
- Fabric
- Leather
- Plastic
- Metal
- Wood
- Wall
- Human body

### 11. Materials for modelling, Casting and Carving

- Clay
- Plaster
- Plasticine
- Metals
- Wood
- Glass
- Fabrics
- Leather

- Plastics
- Sand
- Papers

### 11. Materials for modelling, Casting and Carving

- Clay
- Plaster
- Plasticine
- Metals
- Wood
- Glass
- Fabrics
- Leather
- Plastics
- Sand
- Papers

### 12. Adhesives

- Polyvinyl acetate (PVA) Glue
- White Glue
- Cassava Starch
- Gum Arabic

### 13. Computer and Digital Equipment for Capturing, Creating, Manipulating and Displaying Images

- Computers
- Graphic design software

### 14. Assorted Materials:

- Odds and ends
- Fibres
- Fabrics
- Foam
- Styrofoam
- Bamboo
- Packages
- Calendars
- Magazines
- Metal and plastic containers
- Yarn
- Cords

## LIST OF SUGGESTED AFRICAN MUSICAL INSTRUMENTS

1. *Fɔntɔmfrɔm*: *Bɔmaa* (master drum), *Atumpan*, *Petia*, *Apentema*, *Ntrowa* (encased rattles), *Dawuro* (bell)
2. *Kete*: *Kwadum* (master drum), *Apentema*, *Petia*, *Abrukuwa*, *Ntrowa* (rattles) *Donno* (hourglass drum), *Dawuro* (bell).
3. *Adowa*: *Atumpan* (master drum), *Petia*, *Apentema*, 2 *Donno* (hourglass drum) 2 *Adwuraa* (slit bells)
4. *Kundum*: *Afrikiyiwa* (castanet) 1<sup>st</sup> and 2<sup>nd</sup> bells (*Glawule*), bamboo clappers, 1<sup>st</sup> drum (*Abrema*), 2<sup>nd</sup> drum (*Apentema*) 3<sup>rd</sup> drum *Edomgbole* (master drum)
5. *Atsiabgekɔ*: *Atsimevu*, *Sogo*, *Boba*, *Laklevi*, *Kidi*, double bell and rattle.
6. *Agbadza*: *Sogo* (master drum) *Gakogui* (double bell), *Axatse* (rattles), *Kagan*, *Kidi*,
7. *Gahu*: *Sogo I*, *Sogo II* or *Atsemevu*, *Gakogui* (bell), *Kagan*, *Kidi*
8. *Bɔbɔɔbɔ*: *Vuga* (master drum) *Asivui*, bugle, *Pati*, *Vuvi* (small drum) castanets – as time went on conga and tambourine were included on the list of drums, deleting the *pati* from the ensemble.
9. *Kaptsa*: *Gogota* (double bell), *Toke* (banana bell), *Oko* (castanet), *Mmaa* (wooden clappers), *Faw* (enmeshed gourd rattle) *Oplete wayo* (small drum) and *Oplete ŋwa* (big drum).
10. *Gome*: Bamboo clappers, *Pati*, rattle and *Gome* drum
11. *Kpanlogo*: *Ngongo* (bell), castanet, rattle and other small drums
12. *Sikiyi*: *Sikiyi twene* (*sikiyi* drum), *Apentema*, *Petia*, *Donno*, *Ntrowa* (rattle)
13. *Gyile*, *Kuor/Gangaa* drums, ankle bells, castanet.
14. Shakers, Bell, Drums, Clappers, Bamboo Sticks, *Axatse*, etc.: Rhythmic instruments for accompaniment.

## INSTRUMENTAL RESOURCES

### Classification of Musical Instruments

**Primary idiophones:** These are held and played as part of the musical ensemble. These include bells, metal rattles, metal castanets, percussion sticks, stamping tubes in the form of stamps of bamboo, *Sansa*, xylophones etc.

**Secondary Idiophones:** These are attached to the instruments such as buzzers or to the wrist of the performer or to the body of the dancer –as the ankle, the knee, or wrist, depending on the type and source of the movement.

Some local names: *Ntrowa*, *Frikiyiwa*, *Adawura*, *Gakogui*, *Axatse*, *Nnawuta*, *Penpensywa*, *Akasae*

**Membranophones:** These are drums with parchment heads. The sounds come through the membranes stretched over an opening. Materials used include wood, clay, metal or gourd, coconut, etc.

Shapes: These can be hourglass, rectangular, gourd, cylindrical, bottle-shaped, conical etc. Some Local Names: *Atumpan*, *Petia*, *Brekete*, *Gungun*, *Lunja* (*Donno/Dondo*), *Sogo*, *Kagan*, *Kidi*, *Jembe*, etc

**Chordophones:** These are stringed instruments. They are either played with the hand or with a bow, and sound is produced on them by setting the strings into vibration. There are many varieties of chordophones, ranging from one-stringed fiddle to 8 or more strings. These include varieties of lutes, harps, zithers, lyres and musical bows.

*Eg 1. Zithers:* The strings are stretched between two ends of the body. We have stick-raft and trough zithers.

*Eg. 2 Lutes:* Composed of a body, and a neck which serves both as handle and as a means of stretching the strings beyond the body. The strings are horizontal. We have bowed lutes-i.e. a fiddle and plucked lutes-i.e. *Benta*.

*Eg.3 Lyres:* This has no neck and the strings are stretched across to the yoke. We have the box lyre and the bowl lyre.

*Eg. 4 Harp:* the strings are vertical and are attached to the sound board, and they run vertically away from it. In the Congo, we have an 8- stringed harp called *Lulanga*.

*Eg. 5 Musical Bows:* These can have separate resonators- sometimes the mouth serves as a resonator. We also have mouth bows, gourd bows, harp lute and *seprewa*.

**Aerophones:** These are wind instruments. They are widespread in Africa, particularly Central Africa and the West Coast. Examples are horns, trumpets and flutes. Woodwind instruments can be played alone or in combination with other instruments. They could be used as background music, for dances or for ceremonies and rites. Some local names: *Wia, Mmenson, Mmentia, Odurogya, AtEntEben*.

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