SECOND TERM LESSON PLAN

CREATIVE ARTS AND DESIGN – B7 WEEK I

Date:	Perio	d:	Subject: Creative Art	s & Design	
Duration:			Strand: Design		
Class: B7	Class	Size:	Sub Strand: Design in	Nature and the	
			Manmade Environment		
Content Standard: B7. Demonstrate understands concept in relation to the principles of design and as a creative expression of design and a creative expression expr	ing of design as a elements and a medium for sign in nature and	B7. 1.1.1.2 Research to id constitutes th nature and as	Research to identify and record what constitutes the 'elements of design' in nature and as building blocks for composition and creative expression of		
Performance Indicator			Core Competencies		
record what constitutes t	the 'elements of de	sign' in nature	CC7.5: CP5.1: Cl6.2: D	L5.6:	
and as building blocks Reference: Creative arts	s and design curric	ılıım Pg 3			
Keywords: Dot, line, sha			oca and parspective		
ite y wor us. Dot, line, sna	spe, texture, colour	, value, lorin, spa	ece, and perspective.		
Phase/Duration	Learners Activitie	25		Resources	
PHASE I: STARTER			eir understanding in the	11000011000	
	previous lesson				
	Share performan				
PHASE 2: NEW	Guide Learners describe the elements of design found in			Pictures, charts,	
LEARNING	the natural environment.			Pencils, paper,	
			its of a visual image.	charcoal, pencil, Pastel, crayon,	
	Examples are dot	, line, shape, text	cure, colour, value.	scissors, brushes	
	Line				
		•	ools and materials and		
	watch video on n	atural environme	ent.		

	Discuss with the learners on how to apply the tools, materials and equipment in making elements of design from nature. Examples: Eye as Dot, Tail as line. Assist learners to apply available tools and materials to create elements of design that reflect those found in nature and the manmade environment Man-Made Elements Lines Lines Learners talk about the steps involved in making elements of design from both natural and man-made environments
PHASE 3:	Use peer discussion and effective questioning to find out
REFLECTION	from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

Date:		Period: Subject: Creative Art			s & Design	
Duration:				Strand: Music		
Class: B7		Class S	ize:	Sub Strand: Media an	d techniques	
Content Standard: B7. 2.1.2. Performing Arts - Music Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.				tional symbols and m their value in relation to ve.		
Performance Indicator Learners can identify dur their value in relation to Reference: Creative ar	ational symb	ve	·	Core Competencies: CC7.2: CC9.6: CP 6.3:		
Keywords / vocabular	.			rthm, internalize, duration	al symbols, durational	
Phase/Duration	Learners A	Activities			Resources	
PHASE I: STARTER	around th	Ask learners to play a stone passing game in small groups around their tables. Ask a learner to sing "Daa N'a se" and move to the song.				
PHASE 2: NEW LEARNING	Display th and learn notation a	Guide learners to explain the concept of <i>rhythm</i> . Display the symbols for duration for learners to identify and learn their names. Describe the shapes of the musical notation and demonstrate how to write them. Ask learners to try and draw them <i>on line</i> and <i>in space</i> .			Image of durational symbols	
	Ask learners to sing the first part of the 'Da N'a Se, Da N'a Ase' song again now clapping every note in the song.					
		Ask them to figure out which symbols will represent the duration of the notes they clapped.				
	Discuss th	ne numer	ical values of the	e symbols.		

	Learners internalize the crotchet note as the beat (or pulse). Take them through the clapping of the rhythmic patterns in their resource book
PHASE 3: REFLECTION	ASSESSMENT: Ask learners to write a one-bar rhythm for their peers to play on any available instruments Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.
	Take feedback from learners and summarize the lesson.

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SECOND TERM LESSON PLAN

CREATIVE ARTS AND DESIGN - B7

Date: 20 th MAY, 2022	DAY:		Subject: creative arts and design		
Duration: 50MINS			Strand: Design		
Class: B7			Sub Strand: Design in Na Manmade Environment		
Content Standard: B7. I.I.I.Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment. Performance Indicator:		what constitutes nature and as bu	rch to identify and record the 'elements of design' in ilding blocks for creative expression of	Lesson:	
Learners can identify and record design' in nature and as building Reference: Creative arts and or	olocks.		-	.6:	
Phase/Duration	Learners Activiti	ies		Resources	
	Revise with learn previous lesson. Share performar				
· ·		in the exploration		pencils paper	
	misconceptions, biases and barriers to learning Design in relation to Creative Art from Primary to Junior High School.			charcoal pencil pastel cutters scissors	
	Pencil Learners brainst materials and equal Learners identify variety of source Learners describes tating their uses				
	Learners talk abo	out the tools and n	naterials used according to		

	their nature and uses.	
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.	
	Take feedback from learners and summarize the lesson.	

Date: 20 TH MAY, 2022	DAY: Subject: Creati			Subject: Creative	e arts and design
Duration: 50MINS	Ouration: 50MINS Strand: Creati			Strand: Creative	e arts
Class: B7	Class Size: Sub Strand: Me			Sub Strand: Me	dia and techniques
Content Standard: B7. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still- life drawing, shading, pattern making and modelling Performance Indicator:			Indicator: B7 2.1.1.1. Identify and nature and uses of too techniques needed for and shading, pattern modelling	ols, materials and r still-life drawing	Lesson: I of 2
Learners can identify as materials and technique				CP5.2: CI5.1: D	
Reference: Creative					
Phase/Duration	Learners Act	ivities			Resources
PHASE I: STARTER	Engage learners in the exploration of self- misconceptions, biases and barriers in learning CAD-Visual Arts and how they transition from Primary to JHS. What tools and materials do you use for drawing?				
PHASE 2: NEW LEARNING	Show learners pictures on tools, materials and equipment for still-life, pattern making and modelling. Modeling tools Pattern making tool Still- life tools			pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour, measuring tools, clay, play dough	
	life drawing. Learners ide	e.g. pend	entify tools and materia cils, pens, charcoal pend I group tools and mater I-life, pattern making an	ils, paper	

Guide le	arners to describe the tools and	materials by drawing	
and stati	ng their uses.		
: Learners	talk about the tools and materia	Is used according to	
	ure and uses		
		is used according to	

Date:	Period: Subject: Creative arts and			d design		
Duration:				Stran	d: Creative Arts	
Class: B7	Class Size: Sub Strand: Creative and Expressions			d Aesthetic		
concepts of design process (idea development) to produce and display own creative and expressive artworks that reflect		Indicator: B7.2.2.3.7 Design and produce own artworks in dance and drama that reflect the history and culture of the people in the community.		Lesson: I of 2		
	tor: Tate the ability to use concepts of design d display own creative and expressive Core Competence CP5.2: Cl5.1: DL5					
Reference: Creative	arts and d	design curriculu	ım P.g. 16			
Phase/Duration	Learners	s Activities				Resources
PHASE I: STARTER	Guide le	Guide learners to do the Change Your Style game.				
	Review l	knowledge of l	earners on	their pr	evious lesson	
PHASE 2: NEW LEARNING	Discuss with learners to have ideas on the history and culture of the community.				Pictures and Charts	
	and/or d and histo	earners to identification described and the compact of the compact				
	In groups, guide learners to draft stories for a skit(s) based on the ideas generated on the history and culture of the community. Example: Design a writing process chart					
	Guide learners to create scenarios from story.					
	Identify actors/actresses and assign roles: auditioning, casting, characterization, etc.					
		arners to plan				
PHASE 3: REFLECTION		ize the lesson and apply the			reflect on how to d.	

WEEKLY LESSON PLAN

CREATIVE ARTS AND DESIGN – B7

Date:	Period:		Sub	ject: Creativ	ve Arts and Design
Duration:	Ouration:			and: Visual arts	
Class: B7	Class Size:		Sub	Strand: M	edia and Techniques
relevant Visual Arts media and techniques and their application to still-life drawing, technic			nature ials an ided fo ading,	e and uses d or still-life pattern	Lesson:
Performance Indicator: Learners can identify and determaterials and techniques needed			ools,	Core Cor CP5.2: CIS	npetencies: 5.1: DL5.3
Reference: Creative arts and	design curricu	ulum P.g 6			
Phase/Duration 1	Learners Activities			Resources	
	Recap with learners to find what they already know about creative art. Share performance indicators and introduce				
LEARNING	Show learners pictures on tools, materials and equipment for still-life, pattern making and modelling. Modeling tools Pattern making tool			Picture pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour, measuring tools, clay, play dough	

	Still- life tools	
	Guide learners to identify tools and materials for making still-life drawing. e.g. pencils, pens, charcoal pencils, paper	
	Learners identify and group tools and materials from a variety of sources under still-life, pattern making and modelling.	
	Guide learners to describe the tools and materials by drawing and stating their uses.	
PHASE 3: REFLECTION	Learners talk about the tools and materials used according to their nature and uses.	

Date:	Period:			Subje	ect: Creative	e arts and design	
Duration:				Strand: Performing Arts - Music			
Class: B7	Clas	ss Siz	œ:	Sub 9	Strand: Me	dia and Techniques	
Content Standard: B7. 2.1.2. Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.			Indicator: B7 2.1.2.6 Identify durational symbols and move/perform their value in relation to the semibreve.			Lesson:	
Performance Indica understanding and appl time beat patterns in m	y scale, note du			mple		npetencies: 6.7: PL5.2: Cl 6.6:	
Reference: Creative a	arts and design o	curric	ulum P.g 10				
Phase/Duration	Learners Activ	vities				Resources	
PHASE I: STARTER	Ask learners to play a stone passing game in small groups around their tables. Ask a learner to sing "Daa N'a se" and move to the song. Draw attention to the new lesson's content						
PHASE 2: NEW LEARNING	Guide learners to explain the concept of rhythm. Rhythm is an ordered recurrent of strong and weak elements in the flow of sound and silence in speech. Display the symbols for duration for learners to identify and learn their names. Assist learners to describe the shapes of the musical notation and demonstrate how to write them. Ask learners to draw them on line and in space. Ask learners to sing the first part of the 'Da N'a Se, Da N'a Ase' song again now clapping every note in the song. Ask them to figure out which symbols will represent the duration of the notes they clapped. Discuss the numerical values of the symbols.					Image of durational symbols	

	Have learners internalize the crotchet note as the	
	beat (or pulse). Take them through the clapping of	
	the rhythmic patterns.	
	the mythine patterns.	
	° P	
	P P P CFF F	
	Get learners into small groups to practice the	
	rhythmic pattern.	
	Assessment: Ask learners to write a one-bar	
	rhythm for their peers to play on any available	
	instruments.	
PHASE 3:	Summarize the lesson by allowing students to reflect,	
REFLECTION	the knowledge acquired.	

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SECOND TERM WEEKLY LESSON NOTES

CREATIVE ARTS AND DESIGN - B7

Date: 3 rd June, 2022 Period:				Subject: Creative arts and design		
Duration:				Strand	: Creative Art	S
Class: B7 Class Size:				Sub St	rand: Media an	nd Techniques
Content Standard: B7. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling			Indicator: B7 2.1.1.3 Experiment by using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling			Lesson:
Performance Indicate techniques to test and p					Core Compe CC9.4: CP5.2:	
Reference: Creative a	erts and	design curriculu	ım P.g 7			
Phase/Duration PHASE I: STARTER		ers Activities				Resources
	Show a video/ pictures on how to prepare and test clay and pulp paper for modelling. Learners answer questions to motivate them on how to prepare and test clay for modelling. For example. How do you prepare clay for modelling?					
PHASE 2: NEW LEARNING	clay a Let le mode (pulp	you prepare clay for modelling? Brainstorm learners and explain how to prepare and test clay and pulp paper for modelling. Let learners Identify and use hand building techniques for modelling in clay, play dough, plasticine, papier mâché (pulp paper). Let Learners practice the techniques in modelling in clay				pictures or videos of hand building

PHASE 3: REFLECTION	Ask learners to tell what they have learnt.	
	Let learners display models for appreciation and reflection w	

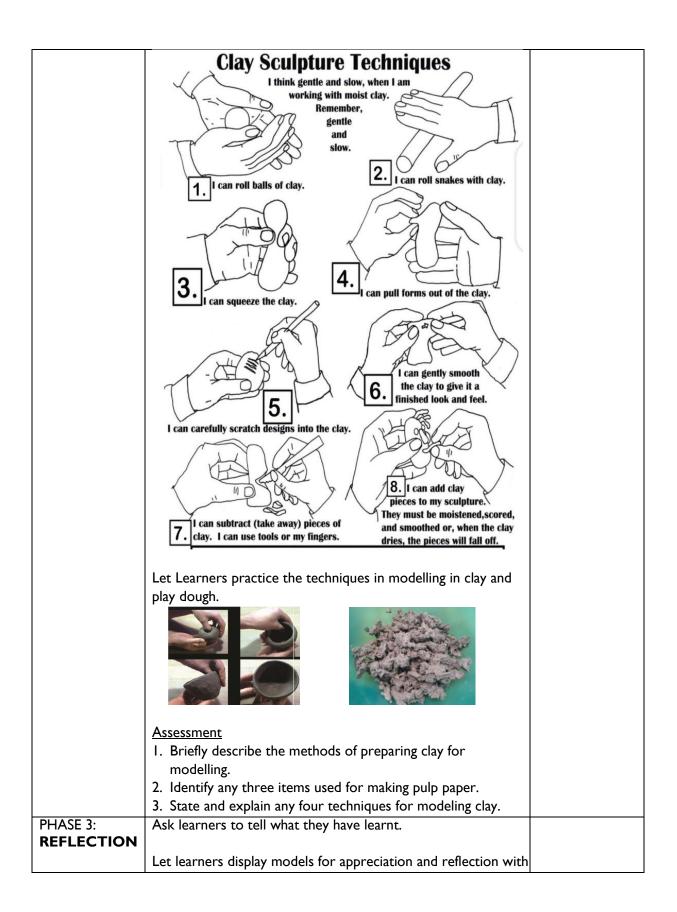
Date: 3 rd June, 2022	Period:	Subject: Cre	Subject: Creative arts and design			
Duration:	Strand: Cr	eative arts				
Class: B7	Class Size:	Sub Strand:	Creative and Aes	thetic Expression		
Content Standard: B Dance and Drama: Dem use concepts of design p development) to produc creative and expressive the range of different tir dance and drama.	onstrate the ability to process (idea see and display own art-forms that reflect in nes and cultures in	Plan a display of o artwork in dance reflect the history the community	Lesson:			
use concepts of design p	or: Learners can demons process	trate the ability to	Core Compete CC 8.3: CC9.4: 0			
Reference: Creative a	rts and design curriculum	P.g 17				
Phase/Duration	Learners Activities			Resources		
PHASE I: STARTER	Engage learners to perfo (SSNIT Pension Scheme Call: Pension oo, Pension Response: Pension! Call: SSNIT is proper, per Response: Pension					
PHASE 2: NEW LEARNING	Guide learners to discuss are planned in the comm	Posters, notices, letters, radio and TV sets, etc.				
	In groups, assist learners following ideas: suitable v public address system, et					
PHASE 3: REFLECTION	Summarize key ideas in preflection	olanning drama and/	or dance performa			

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SECOND TERM WEEKLY LESSON NOTES

CREATIVE ARTS AND DESIGN - B7

Date: 10th JUNE, 2022 DAY:				Subject: Creative Arts And Design			
Duration:				Strand:	Creative Art	:s	
Class: B7		Class Sizes	•	Sub Str	and: Media a	nd Techniques	
Content Standard: B7. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling			Indicator: B7 2.1.1.3 Experiment by using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling			Lesson:	
Performance In Learners can demo		hniques to te	st and prep	are clay	Core Comp	petencies: 2: CI5.I: DL5.3	
Reference: Crea	ative Arts And D	Design Curric	ulum P.g. 7	,			
Phase/Duration PHASE I:	Learners Activi		ow to prep	are and te	est clay and	Resources	
STARTER	•	er questions t st clay for mo	delling. For				
PHASE 2: NEW LEARNING	prepare and test clay for modelling. For example. How do you prepare clay for modelling? Brainstorm learners and explain how to prepare and test clay and pulp paper for modelling. Guide learners to discuss the methods of preparing clay. Example: the wet and dry method Preparing Pulp Paper Tear the newspaper, scrap paper into very small bits Beat the paper and water in the blender, or with egg beater, to make pulp. Pour the pulp into a flat pan. Slide the screen into the bottom of the pan and move it around until it is evenly covered with pulp, etc. Let learners Identify and use hand building techniques for modelling in clay, play dough, plasticine, papier mâché (pulp					pictures or videos of hand building	



Date: 10th JUNE,	10th JUNE, 2022 DAY:			9	Subject: Creative Arts And Design			
Duration:				5	Strand: Creative Arts			
Class: B7		Class Si			Sub Strand: Calesthetic Expres			
Content Standard: B9. 2.2.2. Performing Arts - Music: Exhibit competences in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues			Indicator: B9. 2.2.2.4 Design and produce own musical work that reflects a range of different times and cultures that promote and sensitize the public on emerging topical issues			Lesson: I of I		
Performance In	idicator: ign and produce ov	n musical	work		Core Compe	tencies:		
	ative Arts And Des							
			-					
Phase/Duration	Learners Activitie	-				Resources		
PHASE I:	Let Learners sing	"Da N'a S	e, Da N'a Ase" song.					
STARTER	Draw learners att	t standard and						
PHASE 2: NEW	Have learners dis	cuss the in	struments used to ac	CO	mpany	Pictures\ video		
LEARNING	marching into clas	ses and al	so used during school	١w	orship.			
	Ask learners to lis	st as many	as they have in the so	chc	ool.			
	Example: bass dru	ım, snare,	drum pati (Tom), con	nga	•			
	Pati drum(Tom)		conga	ba	ss drum snare			
	Revise the previous lesson on rhythm (durational values). Ask learners to clap excerpts given for their homework last week. Give out some of the percussive instruments and ask learners to							
	play their rhythm							
	music for any fou	r percussiv	ps to compose a shor ve instruments by writ ld be played on each	tin	g down the			

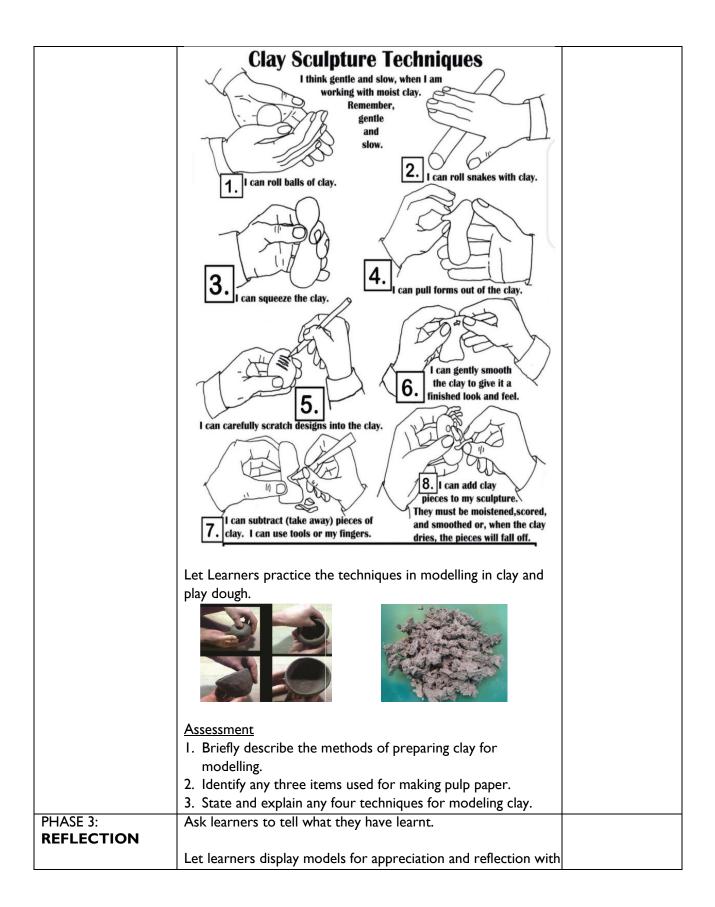
	Eg: 1) Da N'a Se, Da N'a Ase 2) Yâ Bô Tow Ebenezer 3) Halleluyah! Soro Abôfo Tow Dwom 4) Domfo Nyankopôn	
	Assessment: I. Identify any four instruments used at school or church. 2. State the uses of the instruments identified above.	
PHASE 3: REFLECTION	Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired. Ask learners to tell what they have learnt.	

CREATIVE ARTS AND DESIGN - B7

Date: 17 th JUNE, 2022	DAY: Subject: Creative Arts an			d Design		
Duration: Strand			t rand: Design			
Class: B7 Class Size:					Strand: Design in Nat made Environment.	cure and the
Content Standard: B7. I.I.I. Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment.			Indicator: B7. I.I.1.2 Research to identify and record what constitutes the 'elements or design' in nature and as building blocks for composition and creative expression of ideas.			Lesson:
Performance Indicator: Learners can identify and ridesign' in nature and as built	ecord v		elements of		Core Competencie CC7.5: CP5.1: Cl6.2: I	
Reference: Creative A	rts and	d Design Curriculu	m P.g. 3			
Phase/Duration	1.55	ners Activities			Т	Descurses
						Resources
PHASE I: STARTER	Revise with learners to review their understanding in the previous lesson Share performance indicators with learners.					
LEARNING	Cuide Learners describe the elements of design found in the natural environment. Element of design are the basic units of a visual image. Examples are dot, line, shape, texture, colour, value. Natural Elements					Pictures, charts, Pencils, paper, charcoal, pencil,
	Line Dot Texture					
	Brainstorm and experiment with tools and materials and watch video on natural environment.					
	mate natu		nt in making		ly the tools, ents of design from	
	creat	et learners to apply te elements of desi the manmade envir	gn that refle		d materials to ose found in nature	

PHASE 3:	Learners talk about the steps involved in making elements of	
REFLECTION		

Date: 17th JUNE, 2022	DAY:		Subject: Creative Arts And Design			
Duration:			Strand:	Creative Art	ts	
Class: B7		Class Size	.	Sub Str	and: Media a	nd Techniques
Content Standard: B7. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling			Indicator: B7 2.1.1.3 Experiment by using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling			Lesson:
Performance Indica Learners can demonstrat modelling		o test and pre	pare clay for		Core Comp CC9.4: CP5.2:	
Reference: Creative	Arts And Design	Curriculum	P.g. 7			
Phase/Duration PHASE I: STARTER	Learners Activion Show a video/ pulp paper for	pictures on h	ow to prep	are and te	est clay and	Resources
	Learners answer	st clay for mo	delling. For			
PHASE 2: NEW LEARNING	Brainstorm learners and explain how to prepare and test clay and pulp paper for modelling. Guide learners to discuss the methods of preparing clay. Example: the wet and dry method Preparing Pulp Paper • Tear the newspaper, scrap paper into very small bits				pictures or videos of hand building	
	 Beat the paper and water in the blender, or with egg beater, to make pulp. Pour the pulp into a flat pan. Slide the screen into the bottom of the pan and move it around until it is evenly covered with pulp, etc. Let learners Identify and use hand building techniques for modelling in clay, play dough, plasticine, papier mâché (pulp paper). 					



Date: 17th JUNE, 2022 DAY:			Subject: Creative Arts And Design				
Duration:				Strand: Cre	ative Arts		
Class: B7		Class Sizes	•	Sub Strand: Expression	Creative ar	nd Ae	esthetic
Content Standard: B7. 2.2.3 Dance and Drama:	:		Indica	tor:			
Demonstrate the ability to use concepts of design process (idea development) to produce and display			others' reflect t	B7.2.2.3.8 Plan a display of own and others' artwork in dance and drama t reflect the history and culture of the community			Lesson:
Performance Indicato Learners can plan a display of		thers' artwork	in dance	and drama	Core Cor CG5.3: CG6	-	encies:
Reference: Creative Ar	ts And Des	ign Curriculu	m P.g. I	7			
Phase/Duration	Learners	Activities				Res	ources
PHASE I: STARTER	Review w lesson.	Review with learners what they learnt in the previous lesson. Draw learners attention to the new lesson's content					- C.
PHASE 2: NEW LEARNING	parties) a Learners drama to of topical Discuss the others million In groups the follow suitab dates time, chairs canop public Guide lea performa Engage le	re planned in to plan a disp educate and i issues experi he need for pr usic, dance an , assist learne ving ideas: ble venues, , bies, c address syst arners to select nce. arners in the	the com- lay of over inform the enced in the erforminal drama are to distern the em, etc. the enced are the em, etc. the enced are emprocess	vn music, dance ne public on th the local comn	e and e effects nunity. own or up with	lette	ers, notices, ers, radio and TV , etc.

	Let them select own or other people's compositions for the performance.	
	Guide learners to plan the sequence of events, stage plan identifying the positions of all facilities.	
	Engage learners in the Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.	
PHASE 3: REFLECTION	Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.	
	Ask learners to tell what they have learnt.	

CREATIVE ARTS AND DESIGN - B7

Date: 24 th JUNE, 2022		DAY:		Subj	ect: Creative Arts and	d Design	
Duration:				Strand: Design			
Class: B7		Class Size:			Strand: Design in Namade Environment.	ture and the	
Content Standard: B7. I.I.I. Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment.		record what design' in n	it cons ature a	rch to identify and titutes the 'elements of and as building blocks nd creative expression	Lesson:		
Performance Indicator: Learners can identify and redesign' in nature and as bui	ecord v Iding bl	ocks			Core Competencie CC7.5: CP5.1: Cl6.2: I		
Reference: Creative A	rts and	Design Curriculu	m P.g. 3				
Phase/Duration	Leari	ners Activities				Resources	
PHASE I: STARTER	Show desig	v video/ pictures o n.	n technique:	s in ma	aking elements of		
	techr	earners answer qu niques in making el	ements of d	esign			
PHASE 2: NEW LEARNING		ners brainstorm ting elements of		on te	chniques in	Pictures, charts, Pencils, paper, charcoal, pencil,	
	Elements of design are found in natural and manmade objects. Examples: form, texture, shape, line, perspective, dot.				•		
		e learners identify n and techniques b		creati	ng elements of		
		Form Colour	Line	Line Shape 8	Elements of Art		
		Texture Dot	Perspective	Texture Space Value	Charles Charle		
		Draw	ing of elem	ents			
	creat	t learners practice ing elements of de made environment	sign based o				

	ASSESSMENT Draw three elements of design using different drawing, shading and coloring techniques. Using the techniques identified, create other elements of design by drawing, shading and coloring using different media.	
PHASE 3: REFLECTION	Learners talk about the steps involved in making elements of design from both natural and man-made environments	

Date: 24 th JUNE, 2022		DAY: Subject: Creative Arts And Design			esign		
Duration:				Strand: Creative Arts			
Class: B7	Class Size: Sub Strand: Creative and Aest Expression			esthetic			
Content Standard: B7. 2.2.3 Dance and Drama: Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.		and display hat reflect in	B7.2.2.3 others' reflect	Indicator: B7.2.2.3.8 Plan a display of own and others' artwork in dance and drama the reflect the history and culture of the community		that	Lesson:
Performance Indicators Learners can plan a display of		thers' artwork	in dance	and drama	Core Cor PL5.2: PL6		tencies: G5.4: PL6.2
Reference: Creative Art	s And Des	ign Curriculu	m P.g. I	7			
Phase/Duration	Learners	Activities				Res	sources
PHASE I: STARTER	Ask learners to assemble at the performance ground for the lesson. Let learners composed for four percussive instruments a fortnight ago. Asked them to extend their compositions; had a rehearsal plan and appointed event planning committees.						
PHASE 2: NEW LEARNING	Ask groups to take a decision on their seating arrangements with their instruments. Groups must sit in a way to clearly see their conductor. Let groups present their percussion compositions to the class. Moderate as appropriate. Ask other groups to comment on compositions presented. Teacher sum up the lesson, and ask groups to go and extend their compositions with variety of rhythmic			ers, radio and TV			

	patterns and additional instruments for presentation in a concert in future.	
PHASE 3: REFLECTION	Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.	
	Ask learners to tell what they have learnt.	

SECOND TERM LESSON PLAN

CREATIVE ARTS AND DESIGN – B7

Date:				Subject: Creative Arts And Design	
Duration:			Strand: Design		
Class: B7				Sub Strand: : Design in Nature and the Manmade Environment	
Content Standar	rd: B7. 1.1.1.		Indicator: B7 1.1.1.2		Lesson:
Demonstrate un	derstanding of d	esign as a	Research to identify an	d record what	
concept in relation	on to the elemen	ts and principles	constitutes the 'elements of design' in		
of design and as	a medium for cr	eative	nature and as building blocks for		
expression of de	sign in nature an	d the manmade	composition and creative expression of		
environment.			ideas.		
Performance Inc	licator: Learners	identify and reco	rd what constitutes the	Core Competencies:	
elements of desi	gn' in nature			CC7.5: CP5.1: Cl6.2: DL5.6:	
Reference: Crea	tive arts and des	ign curriculum pg	4		
Keywords: Dot, line, shape, texture, colour, value, form, space, and perspective.					
Phase/Duratio	Learners Activities			Resources	
n					

[T
PHASE 1:	Show video/ pictures on techniques in making elements of design.	
STARTER		
	Let learners answer questions to motivate them on techniques in making	
	elements of design	
PHASE 2: NEW	Learners brainstorm and reflect on techniques in creating elements	Picture/
LEARNING	of design.	video
	Elements of design are found in natural and manmade objects.	
	Examples: form, texture, shape, line, perspective, dot.	Pencils,
		paper,
		charcoal
	Guide learners identify the skills in creating elements of design and	pencil
	techniques by shading.	pastel
	teaming and an armigin	crayons
	The ARCs of Art by MCGills	scissors
	Elements of Art	brushes
	Shape & Form	Diusiles
	Form Colour Line	
	Control Contro	
	Texture Texture	
	Space	
	Value Value	
	Texture Dot Perspective	
	Drawing of alaments	
	Drawing of elements	
	Assist learners Practise the techniques in drawing and creating	
	elements of design based on nature and the manmade	
	environment	

	ASSESSMENT 1. Draw three elements of design using different drawing, shading and colouring techniques. 2. Using the techniques identified, create other elements of design by drawing, shading and colouring using different media.	
PHASE 3: REFLECTION	Learners talk about the techniques used with their peers.	

Date:	Period:	Subject: Creative arts and design	
Duration: Strand: Creative Arts		Strand: Creative Arts	
Class: B7	Class Size: Sub Strand: Media and Technique		

Content Standard: B7. 2.1.1 Visual Arts:	Indicator: B7 2.1.1.3 Experiment by	Lesson:
Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling	using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling	

Performance Indicator: Learners can demonstrate the techniques **Core Competencies:** to test and prepare clay for modelling

CC9.4: CP5.2: CI5.1: DL5.3

Reference: Creative arts and design curriculum pg 7

Keywords: Clay, play dough, plasticine, papier mâché (pulp paper), slab, pinch, coil, plasticity, kneading, wedging, spatulas

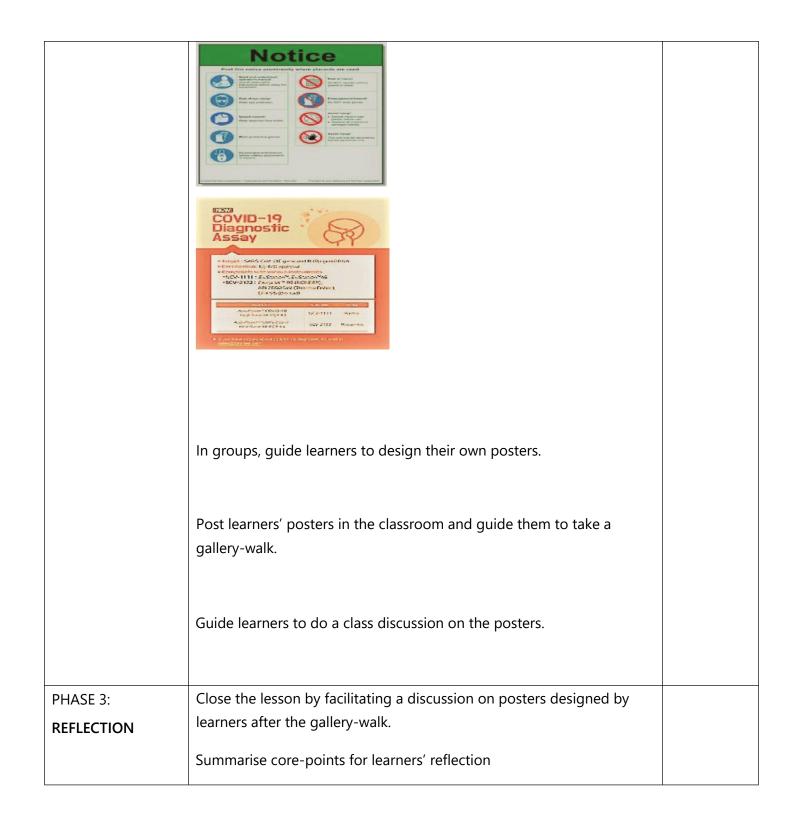
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Show a video/ pictures on how to prepare and test clay and pulp paper for modelling.	
	Learners answer questions to motivate them on how to prepare and test clay for modelling. For example. How do you prepare clay for modelling?	
PHASE 2: NEW LEARNING	Brainstorm learners and explain how to prepare and test clay and pulp paper for modelling.	pictures or videos of hand building
	Let learners Identify and use hand building techniques for modelling in clay, play dough, plasticine, papier mâché (pulp paper).	_

	Let Learners practise the techniques in modelling in clay and play dough.
PHASE 3: REFLECTION	Ask learners to tell what they have learnt.
	Let learners display models for appreciation and reflection with their pee

Date:	Period:		Subject: Creative arts and design	
Duration:		Strand: : Creative Arts		
Class: B7	Class Size:		Sub Strand: Creative And Expression	Aesthetic
Content Standard: B7. 2.2.3 Dance and Drama Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and dram		of own and other	2.3.9 preciation and appraisal ers' artworks in dance reflect the history and eople of the community	Lesson:
Performance Indicator: Learners can concepts of design process to produce	•	Core Competencies: CP 6.7: CP 5.1:		

Reference: Creative a	arts and design curriculum pg 17				
Keywords : design, c	oncept, artworks, aesthetic, organise history				
Phase/Duration	Learners Activities	Resources			
PHASE 1: STARTER	Engage learners to Perform some rhythmic and physical exercises.				
	Revise previous learning on planning a display of dance and drama performances.				
PHASE 2: NEW	Guide learners to brainstorm on how to organise appreciation and				
LEARNING	appraisal events.	video			
	Showcase Performing Arta Proudly Present A the Forty Thieves A Pentarine by Suns Oxyey at Aberdare Community School Tuesday 9th - Saturday 15th February Tenhetes Residence Community School Color	Poster, letter and/or notices,			
	Guide learners to discuss why and how posters are made. E.g. The uses or importance of posters, invitation letters, notices, etc				
	GERMAN A SAME STANDARD				





CREATIVE ARTS AND DESIGN – B7

WEEK 9

					_	
Date: 8 th JULY, 2022		DAY:			ect: Creative Arts and	l Design
Duration:					nd: Design	
Class: B7		Class Size:			Strand: Design in Nat made Environment.	ure and the
Content Standard: B7. I.I.I. Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment.			record what design' in n	it cons ature a	ch to identify and titutes the 'elements of and as building blocks and creative expression	Lesson: I OF 2
Learners can identify and re	Performance Indicator: Learners can identify and record what constitutes the elements of design' in nature and as building blocks Core Competencie CC7.5: CP5.1: Cl6.2:					
Reference: Creative A	rts and	d Design Curriculu	m P.g. 4			
Phase/Duration	Lear	ners Activities			Т	Resources
PHASE I: STARTER		v video/ pictures o	n techniques	s in ma	aking elements of	
	techi	earners answer qu niques in making el				
PHASE 2: NEW LEARNING	I	ners brainstorm ting elements of		on te	chniques in	Pictures, charts, Pencils, paper, charcoal, pencil,
	l l	ents of design are fon ples: form, texture,			-	
		e learners identify n and techniques b		creati	ng elements of	
		Form Colour	Line	Line Shape 8	The ARCS of Art by McCollis Elements of Art Form For	
		Texture Dot	Perspective	Texture Space Value	Coulder Coulde	
		Draw	ing of elem	ents		
	creat	et learners practice ting elements of de made environment	sign based c			

	ASSESSMENT Draw three elements of design using different drawing, shading and coloring techniques. Using the techniques identified, create other elements of design by drawing, shading and coloring using different media.	
PHASE 3: REFLECTION	Learners talk about the steps involved in making elements of design from both natural and man-made environments	

Date: 8 th JULY, 2022	DAY:			Subject: Cre	ative Arts A	nd D	esign
Duration:				Strand: Creative Arts			
Class: B7	lass: B7 Class Size:			Sub Strand: Expression	Creative ar	nd Ae	esthetic
Content Standard: Visual Arts: Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.		ce and culture of the people in the community			Lesson: I of I		
Performance Indicator Learners can plan a display of		thers' artwork	in dance	and drama			G5.4: PL6.2
Reference: Creative Ar	ts And Des	ign Curriculu	m P.g. I	4			
Phase/Duration	Learners	Activities				Res	ources
PHASE 2: NEW LEARNING	Let learne fortnight: had a reh committe Assist lea to demon	n. ers composed ago. Asked th earsal plan an es. rners gather a	I for founteem to end appoir	r percussive insected their conted event plans and skill in keep	truments a npositions; ning ormation	lette	ters, notices, ers, radio and TV , etc.

	Learners apply understanding and skills in planning, artworks in class, school and the community.	
	Guide learners apply understanding and skills in exhibiting artworks in class, school and the community.	
	Reflect and use comments to refine own and others' artworks and the exhibition.	
PHASE 3: REFLECTION	Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.	
	Ask learners to tell what they have learnt.	

Date: 8th JULY, 2022 DAY:			Subject: Creative Arts And Design				
Duration:				Strand: Creative Arts			
Class: B7 Class Size:			:	Sub Strand: Expression	Creative ar	nd Ae	esthetic
Content Standard:			Indica	· · · · · · · · · · · · · · · · · · ·			
D7 222 D					so an		
				ciate and apprai			
Demonstrate the ability to u			_	ous and a non-		4	Lesson:
process (idea development)	•			within the com	-	u	I of I
own creative and expressive the range of different times a				r style, instrum s, dance movem	_		
drama.	and cultures	iii dance and	unemes	s, dance moven	ients, etc.		
Performance Indicator	μ•						
Learners can demonstrate		to correlate	and gane	arata ideas	Core Cor		
from indigenous creative	•		and gene	Li dec ideas	PL5.2: PL6	.1: C	G5.4: PL6.2
Reference: Creative Ar			m P.g. 20)			
Phase/Duration	Learners	Activities				Res	ources
PHASE I: STARTER	Ask learn	ers to assemb	ole at the	performance g	ground for		
	the lessor						
		-		percussive ins			
	_	go. Asked them to extend their compositions; arsal plan and appointed event planning					
	committe	-	a appoir	ited event plani	ning		
PHASE 2: NEW	Play the fo	ollowing video	o clips of	findigenous mu	sical forms	Post	ters, notices,
LEARNING	briefly and	d discuss the	genres ir	nvolved with the	e class,		ers, radio and TV , etc.
	1		,		•		
	1. Recita	ative song for	ms (nnw	omkro, ebibind	lwom,		
	AHEMAA NWOMKRO						
	B: ME E (Victoria	FRE YEN (4:23) ON WO DIN (3:18) (#23505)					
	baama	-	cal effec	tsiagbekə, adov ts (yodelling, ul			



Explain briefly the four (4) basic aesthetic viewpoints in evaluating a musical art work, namely:

- Formalism
- Referentialism
- Absolutism
- Expressionism

Discuss with learners the basic elements of an indigenous and a neo-traditional group

Eg: origin, ethnic group, gender, age, instruments, song themes, dance movements, stylised dances, singing, drumming, costume, venue.

Put learners into small groups to research, select and document an indigenous and a neo-traditional group within the community on some of the elements discussed.

Ask groups to present the data collected on the indigenous and a neo-traditional group within the community to the class.

Ask other groups to comment on the data presented. Sum up the lesson, and ask groups to go and do more extensive research on the indigenous and a neotraditional group within the community for presentation at the next lesson.

PHASE 3: REFLECTION

Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.

Ask learners to tell what they have learnt.

CREATIVE ARTS AND DESIGN – B7 WEEK 10

Date: 15 th JULY, 2022		DAY: Su			ative Arts And D	Design
Duration:		Strand: Creative Arts			eative Arts	
Class: B7	Class Size:			Sub Strand: Creative and Aesthetic Expression		
Content Standard: B7. 2.2.3 Dance and Drama: Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.			Indicator: B7.2.2.3.9 Organize an appreciation and appraisal of own and others' artworks in dance and drama that reflect the history and culture of the people of the community			Lesson:
Performance Indicat Learners can demonstra to produce and display	ite the ability	to use conce	pts of de	esign process	Core Compe PL5.2: PL6.1: C	
Reference: Creative A	Arts And Des	ign Curriculu	m P.g. I	7		
Phase/Duration	Learners A	ctivities				Resources
PHASE 1: STARTER PHASE 2: NEW LEARNING	Engage learners to Perform some rhythmic and physical exercises. Revise previous learning on planning a display of dance and drama performances. Guide learners to brainstorm on how to organize appreciation and appraisal events.				Picture/ video	
LLANVING	Guide learners to discuss why and how posters are made. E.g.: The uses or importance of posters, invitation letters, notices, etc				Poster, letter and/or notices,	

	In groups, guide learners to design their own posters. Post learners' posters in the classroom and guide them to take a gallery-walk. Guide learners to do a class discussion on the posters.	
PHASE 3: REFLECTION	Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired. Ask learners to tell what they have learnt.	

CREATIVE ARTS AND DESIGN – B7 WEEK 11

Date: 22 nd JULY, 2022	22 nd JULY, 2022 DAY:			Subject: Cre	ative Arts And D	Design
Duration:				Strand: Cre		
Class: B7	Class Size:			Sub Strand: Creative and Aesthetic Expression		
Content Standard: B7. 2.2.3 Dance and Drama: Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.			Indicator: B7.2.2.3.9 Organize an appreciation and appraisal of own and others' artworks in dance and drama that reflect the history and culture of the people of the community			Lesson: I of I
Performance Indicate Learners can demonstra to produce and display of	te the ability	to use conce	epts of de	esign process	Core Compe PL5.2: PL6.1: C	
Reference: Creative A	arts And Des	ign Curricului	m P.g. I	7		
Phase/Duration	Learners A	ctivities				Resources
PHASE 2: NEW LEARNING	Engage learners to Perform some rhythmic and physical exercises. Revise previous learning on planning a display of dance and drama performances. Guide learners to brainstorm on how to organize appreciation and appraisal events.				Picture/ video	
	Guide lear made. E.g.: The us notices, etc	ses or importa	·	and how post	on letters,	Poster, letter and/or notices,

	In groups, guide learners to design their own posters. Post learners' posters in the classroom and guide them to take a gallery-walk. Guide learners to do a class discussion on the posters.	
PHASE 3: REFLECTION	Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired. Ask learners to tell what they have learnt.	