SECOND TERM WEEKLY LESSON PLAN – B8

WEEK I

	and modelling med expression of de or: ailable manual ar shading and colo	e of dia esign and dig	materials and tec coloring to creat forms.	re available n hniques for e designs fro	Design nd: Drawing, Shading manual and digital tools drawing, shading and om lines, simple shapes Core Competen PL5.2: PL6.1: CG5.	Lesson: I of I
Content Standard: B8 1.2.1.Demonstrate unde drawing, shading, coloring a and techniques for creative ideas. Performance Indicato Learners can explore ava techniques for drawing, s Key words Reference: Creative And Phase/Duration	expression of de expression of de or: ailable manual ar shading and colourts And Design	e of dia esign and dig	Indicator: B8 1.2.1.1 Explorematerials and teccoloring to creat forms.	re available n hniques for e designs fro	nanual and digital tools drawing, shading and om lines, simple shapes Core Competen	Lesson: I of I
B8 1.2.1.Demonstrate unde drawing, shading, coloring a and techniques for creative ideas. Performance Indicato Learners can explore avatechniques for drawing, s Key words Reference: Creative And Phase/Duration	expression of de expression of de or: ailable manual ar shading and colourts And Design	dia esign and dig	B8 1.2.1.1 Explore materials and teccoloring to creat forms.	chniques for e designs fro	drawing, shading and om lines, simple shapes Core Competen	s and I of I
Key words Reference: Creative Are Phase/Duration	rts And Design					0
Reference: Creative And Phase/Duration		Curri				
Phase/Duration L		Curri				
	Learners Activit		culum P.g. 24			
	∟earners Activit	:				Description
PHASE I: STARTER \	Welcome learne		ali francisco de Ch	امم معمد	daya Aalaabana	Resources
PHASE 2: NEW LEARNING a C	how they spent their vacation holidays. Share performance indicators and introduce the lesson Guide learners to identify, select and experiment the use of available manual tools, materials and techniques for freehand and outline drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising., Understanding Eye Level etc.					T-square, set square, protractor, paper
REFLECTION I	Pencil holding and Ask learners to lesson: I. Tell the class during the lesson	do th what how	e following by w	, ng the lesso	ecting on the	

Week Ending: 06-04	1-2023	DAY:	Subject: Cro	eative Arts And Des	sign	
Duration: 60MINS			Strand: Vis	sual Arts		
Class: B8		Class Size:	Sub Strand	: Media And Techni	iaues	
Content Standard:			Sub Straine	· Freda / and Feering		
B8. 2.1.1 Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/memory and imagination, print making and weaving Performance Indicator:			Bo 2.1.1.5 Apply teeliniques of drawing			Lesson: I of I
Performance Indicate Learners can draw fro		ion/ memory and	imagination	Core Competen PL5.2: PL6.1: CG5.		2: DL5.3
Key words Observation, memory , imagination						
Reference: Creative	Arts And Design	Curriculum P.g. 2	19			
					1 _	
Phase/Duration	Learners Activiti	Resources				
PHASE I: STARTER	Encourage learne	ers to draw scene	s from their na	rration.		
PHASE 2: NEW LEARNING		the techniques in nory and imaginat		wn artworks.	Pictur Vidoe	res and es
Use various techniques in drawing direct observation/memory and imagination to create own artworks.						
	Display artworks for appreciation and reflection and use peer- and self-evaluation to review works. Examples of art specific language vocabulary: tone, line, pattern, form, shape.					
PHASE 3: REFLECTION		do the following b what you learnt do	•	cting on the lesson:		
	2. Tell the class I during the lessor	now you will use t	the knowledge 1	they acquire		

Week Ending: 06-04	-2023	DAY:		Sul	bject: Creative Arts And D	Desig	gn	
Duration: 60MINS				Str	and: Performing Arts (M	usic))	
Class: B8		Class	Size:	Sul	Strand: Media And Tec	echniques		
B8. 2.1.2.: Demonstrat apply tempo, dynamics music		_	Indicator: B8 2.1.2.6 Com associated with		e and contrast the benefits or loud music		Lesson:	
Performance Indica Learners can tell the d		veen fas	t or slow music		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.	2: D	L5.3	
Key words	allegro, poco	a poco,	largo					
Reference: Creative	Arts And Des	ign Curr	riculum P.g. 31					
Phase/Duration		Learners Activities					sources	
PHASE I: STARTER		Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).						
PHASE 2: NEW LEARNING	music. Exam	Explain Italian terms used in describing the dynamics of music. Examples: piano, forte, crescendo, diminuendo, etc. Differentiate between the benefits and harm of loud and soft					tures and leos	
PHASE 3: REFLECTION	lesson: I. Tell the cla 2. Tell the cla during the les	ass what ass how sson.	you learnt durir	ng the	wledge they acquire			

SECOND TERM WEEKLY LESSON PLAN – B8

Week Ending: 14-04-	2023	DAY:		Subject: Creative Arts And Design				
Duration: 60MINS				Strand:	Performing Arts (D	ance and Drama)		
Class: B8		Class	Size:	Sub Stran	d: Media And Tec	echniques		
Content Standard: B9. 2.1.3 Demonstrate application of media and Dance and Drama			approaches to	Lesson: I of I				
Performance Indicate Learners can Explore at improvisation, creating	nd identify the			ama	Core Compete PL5.2: PL6.1: CG5			
Key words	Backstage, pe	erformar	nce, arrangemen	t, entertainm	ent, masking,			
Reference: Creative	Arts And Desi	ign Curr	riculum P.g. 51					
Phase/Duration PHASE I: STARTER		Learners Activities Recap of previous lesson using RCA technique.						
PHASE 2: NEW LEARNING	indicator(s). Revise with lead of performances, host performances, ln groups, guild quality of a performance such as	earners e space i nces suc and oth ide learr erforma acoustics facilities a	the meaning of a s a physical area h as concerts, the er forms of live enters to discuss the nees to discuss the nees space. I lighting, stage size all play a role in creating in the space.	a performance that is designerater production tertainment. The factors the and layout, se	ed and equipped to ons, dance at affect the ating arrangement,	Pictures and Videos		
	 Stage: This and shape and the version and the version are performanted to set Seating are performanted venue. Lighting: Lighting: Lighting: Lighting: Lighting: Sound systems are specially contained to set 	is the arm of the stonue. area: This is ce. The seather the mooder: A sout concerts are of the sout concerts are of the arm.	rts of the performed where the performage can vary dependents is the area behinds formance, store control where the audience ating area can vary an essential part of d, highlight performand system is essential musicals. It allowed can enhance the	rmers stand or ding on the typ I the stage whe stumes and prove sits or stands y in size and lagary performanters, and create tial for many pews the audience	perform. The size e of performance re performers can obs, and wait for during the yout depending on ce space. It can be e visual effects. erformances, e to hear the			

- Dressing rooms: These are private rooms where performers can change their costumes and prepare for their performance.
- Box office: This is where tickets are sold and where audience members can ask questions or get assistance

Explore the parts of the body and props essential for acting and dancing.

- Feet: The feet are one of the most essential parts of the body in dancing, as they are used for movement and balance.
- Legs: The legs are used to create movement and balance in dancing
- Hips and pelvis: These areas of the body are used to create fluid and expressive movements in many styles of dance, such as salsa and belly dance.
- Arms and hands: These body parts are used to create expressive movements and shapes in dancing. They can also be used to balance the body and enhance the movements of the feet and legs.
- Head and neck: The head and neck can be used to create dynamic movements and lines in dance.
- Props: Props such as ribbons, fans, hats, and canes can be used to enhance a dance performance and create a specific mood or theme.

Explain masking, aside, apron, linear and circular patterns, etc., in dance and drama.

- Masking: Masking refers to the use of one or more dancers to block or obscure another dancer from the audience's view.
- Aside: An aside is a movement or sequence that is performed off to the side of the main stage or dance floor.
- Apron: The apron is the area of the stage that extends beyond the main proscenium arch. It is typically used for entrances and exits, as well as for certain dance movements that require extra space.
- Linear patterns: Linear patterns refer to dance movements or sequences that are performed in a straight line.
- Circular patterns: Circular patterns refer to dance movements or sequences that are performed in a circular or curved path.

Assessment

- I. Explain the different components of a performance space and their importance in creating a successful performance.
- 2. Describe the essential parts of the body and props commonly used in dancing, and explain how they contribute to a dancer's performance.
- 3. How do masking, aside, apron, linear, and circular patterns contribute to dance choreography?

PHASE 3: REFLECTION

Ask learners to do the following by ways of reflecting on the lesson:

- 1. Tell the class what you learnt during the lesson.
- 2. Tell the class how you will use the knowledge they acquire during the lesson.
- 3. Which aspects of the lesson did you not understand?

Week Ending: 14-04-	-2023	DA	Y:	Subject:	Creative Arts And I	Design		
Duration: 60MINS				Strand:	Design			
Class: B8		Cla	ss Size:	Sub Stra	nd: Drawing, Shading	ading, And Coloring		
Content Standard: B8 I.2.I.Demonstrate underawing, shading, coloring and techniques for creativideas.	g and modelling med we expression of de	dia	materials and te	chniques for	manual and digital tool drawing, shading and om lines, simple shape		Lesson:	
Performance Indicate Learners can explore a techniques for drawing	vailable manual ar		gital tools, mate	rials and	Core Competen PL5.2: PL6.1: CG5.		.2: DL5.3	
Key words								
Reference: Creative	Arts And Design	Curr	riculum P.g. 24					
Phase/Duration	Learners Activit	Learners Activities						
PHASE 2: NEW	Share performan	nce ir	ndicators and intentify, select and	roduce the	t the use of		uare, set	
LEARNING	available manual tools, materials and techniques for freehand and outline drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising., Understanding Eye Level etc.					squa pape	re, protractor, r	
	Pencil holding an	and shad	A C C C C C C C C C C C C C C C C C C C	ng and colouring	and address. an			
PHASE 3: REFLECTION	Ask learners to lesson: 1. Tell the class 2. Tell the class	what how	you learnt duri	ng the lesso	on.			
	during the lesso 3. Which aspect		the lesson did yo	ou not unde	erstand?			

Week Ending: 14-0	4-2023	DAY:	Subject: Cr	eative Arts And Des	sign	
Duration: 60MINS		<u> </u>	Strand: Visual Arts			
Class: B8		Class Size:	Sub Strand	: Media And Techn	iques	
media and techniques from direct observati making and weaving	B8. 2.1.1 Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/memory and imagination, print		direct observat	Indicator: B8 2.1.1.3 Apply techniques of drawing direct observation/memory and imagination to make own visual artworks.		
		tian/ manaam, and	imagination	Core Competen PL5.2: PL6.1: CG5.). DI E 2
Learners can draw fro	FL3.2. FL6.1. CG3.	.4. FLO.	2. DL3.3			
Key words		emory , imaginatio				
Reference: Creative	e Arts And Design	Curriculum P.g. 2	29			
Phase/Duration PHASE I: STARTER	Learners Activities Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration.					ırces
	Draw attention indicator(s).					
PHASE 2: NEW	•	the techniques in	_			es and
LEARNING	Use various tech imagination to c Display artwork self-evaluation to Examples of art form, shape.	reate own artworks for appreciation review works. specific language v	direct observance ks. and reflection in the control of the contr	and use peer- and e, line, pattern,	Vidoe	S
PHASE 3:		_	•	cting on the lesson:		
REFLECTION	2. Tell the class during the lesso	what you learnt d how you will use t n. s of the lesson dic	the knowledge	they acquire		

SECOND TERM WEEKLY LESSON PLAN – B8

Week Ending: 21-04	14-2023 DAY:			Subject: C	Creative Arts And D	Desig	gn
Duration: 60MINS		l		Strand: Performing Arts (Dance and Drama)			
Class: B8		Class	Size:	Sub Strand: Media And Techniques			
Content Standard: B8. 2.1.3. Demonstrate Ghanaian dance forms	understanding	g of	•	2.1.3.9 Experiment and practice by using the iniques of rhythm, dynamics in dance and			Lesson:
Performance Indicate Learners can experime rhythm, dynamics in date.	nt and practice	•	ng the technique	s of	Core Compete PL5.2: PL6.1: CG5		
Key words							
Reference: Creative	Arts And Des	ign Curr	riculum P.g. 51				
Phase/Duration PHASE I: STARTER	Recap of pre	Learners Activities Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).					
PHASE 2: NEW LEARNING	rhythms and	Engage learners to demonstrate dance movements with different rhythms and dynamics. Apply relevant media and techniques to choreograph a dance or direct a play.					tures and deos
PHASE 3: REFLECTION	lesson: I. Tell the cla 2. Tell the cla during the les	Ask learners to do the following by ways of reflecting on the					

Week Ending: 21-04-	-2023 D	DAY:		Subject: C	Creative Arts And D	Design		
Duration: 60MINS	<u>'</u>			Strand:	Performing Arts (M	usic)		
Class: B8	C	Class S	Size:	Sub Stran	d: Media And Tec	echniques		
Content Standard: B8. 2.1.2. Demonstrate apply tempo, dynamics music	and simple forms		Indicator: B8 2.1.2.6 Com associated with	-	ntrast the benefits I music	Lesson:		
Performance Indicate Learners can compare loud music		benefi	its associated w	ith soft or	Core Competer PL5.2: PL6.1: CG5			
Key words	Backstage, perfo	orman	ce, arrangemen	t, entertainm	ent, masking,			
Reference: Creative)							
	-							
Phase/Duration	Learners Activit					Resources		
PHASE I: STARTER	Recap of previo Draw learner's a indicator(s).		J	•	tent standard and			
PHASE 2: NEW LEARNING	increase head individuals fe • Improved foc	loud noderate dually go diminue and color and det broad dively to differentiate to differentiate. Loud art rate, eel morcus: Soi by bloco	tely soft ely loud etting louder endo - gradually g nnected tached y erentiate betwe music can stimu , which can provi re awake and ale me people find ti cking out distracti	getting softer en the benef de a boost of rt. hat loud musi	fits and harm of ous system and energy and help	Pictures and Videos		

Enhanced mood: Loud music can trigger the release of dopamine, a neurotransmitter associated with pleasure and reward, which can lead to feelings of happiness and euphoria. Harms of loud music: Hearing damage: Exposure to loud music can damage the delicate structures of the inner ear and cause permanent hearing loss over Stress and anxiety: Loud music can be stressful and overwhelming for some people, leading to feelings of anxiety, agitation, and discomfort. Interference with communication: Loud music can interfere with verbal communication, making it difficult to hear and understand others. Benefits of soft music: Relaxation: Soft music can help individuals relax and unwind, reducing stress and promoting a sense of calm and tranquility. Improved sleep: Soft music can help individuals fall asleep more easily and improve the quality of their sleep. Enhanced creativity: Some people find that soft music can help them tap into their creative potential and generate new ideas. Harms of soft music: Drowsiness: Soft music can be soothing and relaxing, but it can also make some people feel drowsy or sleepy, which can be dangerous in certain situations (such as driving). Boredom: Soft music can be too mellow or uneventful for some individuals, leading to feelings of boredom or disinterest. Lack of stimulation: Soft music may not provide enough stimulation for some people, particularly those who prefer more upbeat or energetic music.

PHASE 3: **REFLECTION**

Ask learners to do the following by ways of reflecting on the lesson:

- 1. Tell the class what you learnt during the lesson.
- 2. Tell the class how you will use the knowledge they acquire during the lesson.
- 3. Which aspects of the lesson did you not understand?

SECOND TERM WEEKLY LESSON PLAN – B8

Week Ending: 28-04	-2023	DA	Y:	Subject:	Creative Arts And [Design	l	
Duration: 60MINS				Strand:	Design			
Class: B8		Cla	ss Size:	Sub Stra	nd: Drawing, Shading	ng, And Coloring		
Content Standard: B8 1.2.1.Demonstrate underawing, shading, coloring and techniques for creativideas.	g and modelling me ve expression of de	edia	tools, materials a	and technique and colorin	s in using available digines for freehand and ou g to create designs fro ns	utline	Lesson: I of I	
Performance Indicate Learners can explore a techniques for drawing	vailable manual a	•	-	rials and	Core Competen PL5.2: PL6.1: CG5.		5.2: DL5.3	
Key words								
Reference: Creative	Arts And Design	Curr	riculum P.g. 24					
Phase/Duration Learners Activities PHASE I: STARTER Revise with learners to review their understanding in the						Resc	ources	
PHASE I: STARTER	lesson.		ndicators with le		ing in the previous			
PHASE 2: NEW LEARNING	6						uare, set re, protractor, er	
	your thumb finger suppo Shading techniq Hatching: Th	grip: F and in rting i ues: nis tec	Hold the pencil und Idex finger grippin t. hnique involves dr	g the pencil rawing closel	and your middle by spaced parallel			
	the darker the Cross-hatching tright angle	he vali ng: Th es to e	ue will appear. is technique invol each other to crec	ves drawing ate darker vo	e closer the lines are, sets of parallel lines alues and texture. he value will appear.			

	 Stippling: This technique involves using dots to create value and texture. The closer the dots are, the darker the value will appear. Blending: This technique involves using a blending tool, such as a tortillon or blending stump, to smooth out the marks and create a more even value. Scumbling: This technique involves using small, circular marks to create value and texture. 	
	Guide learners to Identify, select and experiment the use of available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms for sharing and appraising.	
PHASE 3:	Ask learners to do the following by ways of reflecting on the	
REFLECTION	lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson.	
	3. Which aspects of the lesson did you not understand?	

Week Ending: 28-04	ek Ending: 28-04-2023 DAY:			Subject: C	Creative Arts And D	Design	
Duration: 60MINS			Strand: Performing Arts (D			ance and Drama)	
Class: B8		Class Size:		Sub Strand: Media And Techniques			
Content Standard: B8. 2.2.3. Demonstrate how to apply the concept of design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures			and dran	7 Design and	d produce own dan ct a range of differe		
Performance Indica Learners can design an	tor:	n dance and di	rama.		Core Competer PL5.2: PL6.1: CG5		
Key words							
Reference: Creative	Arts And Desi	ign Curriculum	n P.g. 51				
Phase/Duration	Learners Act	Learners Activities					
PHASE I: STARTER		vious lesson us	J	•	ent standard and		
PHASE 2: NEW LEARNING	artworks. Example: Mai	Learners in groups discuss a dance or drama artist and their					
PHASE 3: REFLECTION	Ask learners lesson: I. Tell the clade cl	to do the follo ass what you le ass how you w	owing by wearnt during the second second will use the	vays of reflecting the lesson knowledge t	ting on the hey acquire		

SECOND TERM WEEKLY LESSON PLAN – B8

Week Ending: 05-0	5-2023	DAY:		Subject: Cr	eative Arts And Des	sign	
Duration: 60MINS				Strand: Vis	sual Arts		
Class: B8		Class Size:		Sub Strand	: Media And Techni	iques	
Content Standard: B8. 2.2.1 Demonstrat concept of the design display own creative a that reflect a range of Performance Indic Learners can plan and	te the ability process to and express different t ator:	produce and sive art-forms imes and cultures	B8. 2. artwo		display own and other the history, culture environment Core Competen PL5.2: PL6.1: CG5.	es, icies:	Lesson:
Key words	1	ion, memory, imag		1	123.2. 120.1. 233.	1. 1 20.2	2. D 23.3
Reference: Creative							
Phase/Duration	Learners	Activities				Resou	ırces
PHASE I: Starte f	Draw lea	rner's attention to	Ū	•	tent standard and		
PHASE 2: NEW LEARNING	 indicator(s). Demonstrate understanding and skill in defining roles and responsibilities in selecting and preserving a collection of artworks for an exhibition. Curator: The curator is responsible for selecting the artworks that will be exhibited. This includes identifying the theme and concept of the exhibition. Registrar: The registrar is responsible for managing the logistical aspects of the exhibition, including organizing transportation, insurance, and storage of the artworks. Conservator: The conservator is responsible for assessing the condition of the artworks and determining the appropriate preservation measures to prevent damage or deterioration. Exhibition Designer: The exhibition designer is responsible for creating the layout and design of the exhibition space to showcase the artworks in an aesthetically pleasing and engaging way. Educator: The educator is responsible for developing educational materials, such as labels, brochures, and audio guides, to provide visitors with context and information about the artworks on display. Security Personnel: The security personnel are responsible for ensuring the safety and security of the artworks during the exhibition. 						
	Collabor	ate with peers to m			port on the delectronic media.		

REFLECTION	I. Tell the class what you learnt during the lesson.	
	2. Tell the class how you will use the knowledge they acquire	
	during the lesson.	
	3. Which aspects of the lesson did you not understand?	

Week Ending: 05-05	-2023	DA	Y:	Subject:	Creative Arts And [Design	1
Duration: 60MINS				Strand:	Strand: Design		
Class: B8 Class Size:				Sub Stra	nd: Drawing, Shading	g, And	Coloring
drawing, shading, coloring and techniques for creativideas.	I.2.1.Demonstrate understanding and use of wing, shading, coloring and modelling media techniques for creative expression of design drawing, shading and coloring to create designs from the coloring to create the coloring to cre						
Performance Indica Learners can explore a techniques for drawing	vailable manual a		_	rials and	Core Competen PL5.2: PL6.1: CG5.		5.2: DL5.3
Key words	, 8						
Reference: Creative	Arts And Design	Curr	riculum P.g. 24				
Phase/Duration	Learners Activit			1 . 1		Resc	ources
PHASE I: STARTER	lesson. Share performa				ing in the previous		
PHASE 2: NEW					and shading	T-sq	uare, set
LEARNING	Pencil holding to Tripod grip: pencil betwee supporting the Overhand gr resting on the finger suppo Underhand gr your thumbe finger suppo Shading techniq Hatching: The	pencil between your thumb and index finger with your middle finger supporting the bottom.					
	lines to create the darker the Cross-hatchin at right angle. The more lay. Stippling: The texture. The Blending: The	te a so he val ng: Th es to o yers o is tech close is tech lendin	ense of value and ue will appear. nis technique invo each other to cre of cross-hatching, hnique involves us thique involves us	l texture. The lves drawing ate darker vo the darker th sing dots to co e darker the sing a blendin	sets of parallel lines alues and texture. The value will appear.		

	Scumbling: This technique involves using small, circular marks to create value and texture.	
	Guide learners to Identify, select and experiment the use of available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms for sharing and appraising.	
PHASE 3:	Ask learners to do the following by ways of reflecting on the	
REFLECTION	lesson:	
	I. Tell the class what you learnt during the lesson.	
	2. Tell the class how you will use the knowledge they acquire	
	during the lesson.	
	3. Which aspects of the lesson did you not understand?	

Week Ending: 05-05-	DAY:		Subject: Creative Arts And Design				
Duration: 60MINS			Strand: F	Performing Arts (M	usic)		
Class: B8		Class Size:		Sub Stran	d: Media And Tec	hniques	
Content Standard: B8. 2.2.2. Demonstrate the ability to use concept of the design process to create and display own creative musical art works that reflect a range of different times and cultures			B8. 2.2.2 musical	Indicator: B8. 2.2.2.4 Design and produce own musical genre that reflect the history an cultures, physical and social environmer			:
Performance Indicat			L		Core Compete		
Learners can design and	d produce owi	n dance and di	rama.		PL5.2: PL6.1: CG5	5.4: PL6.2: DL	5.3
Key words							
Reference: Creative	Arts And Desi	gn Curriculum	n P.g. 35				
Phase/Duration PHASE I: STARTER	Learners Activities Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).						
PHASE 2: NEW LEARNING	Research and select own and indigenous musical genre outside your community that express personal experiences and interests, moods, visual images, concepts, texts, or storylines on example the SSNIT Pension Scheme services, etc. Collaborate to create rehearsal plan for performing the chosen work to identify and allocate time to the various aspects — singing, drumming, dancing, costume, venue, etc.					Pictures and Videos	
PHASE 3: REFLECTION	Ask learners lesson: I. Tell the cla 2. Tell the cla during the les 3. Which asp						

SECOND TERM WEEKLY LESSON PLAN – B8

Week Ending: 12-05	DAY:		Subject: C	Creative Arts And [Design		
Duration: 60MINS				Strand: Performing Arts (Music)			
Class: B8	Class Size:					hniques	
creative musical art works that reflect a range of				4 Design and genre that re	d produce own flect the history an social environmen		
Performance Indica Learners can design an		n musical genr	e		Core Compete PL5.2: PL6.1: CG5		
Key words	- p. o a a c c o						
Reference: Creative	Arts And Desi	ign Curriculum	n P.g. 35				
		0					
Phase/Duration	Learners Act					Resources	
PHASE I: STARTER	Draw learner indicator(s).		the new	lesson's cont	ent standard and	Pictures and	
PHASE 2: NEW LEARNING	 Highlife: The early 20th African rhading it are and its use of social and i	 Highlife: This is a genre of music that originated in Ghana in the early 20th century and is characterized by its fusion of traditional African rhythms and melodies with Western instruments, such as guitars and horns. Hiplife: This is a modern fusion of highlife and hip-hop music that emerged in Ghana in the 1990s. Hiplife music is characterized by its use of rap lyrics and electronic beats, and it often deals with social and political issues. Gospel music: This is a genre of music that combines Christian lyrics with traditional African rhythms and melodies. Gospel music is popular in Ghana, and many gospel artists have achieved international success. Reggae: This genre of music originated in Jamaica but has a strong following in Ghana. Reggae music is characterized by its offbeat rhythms and its lyrics that often deal with social and political issues. Traditional music: Ghana has a rich tradition of indigenous music, including drumming and dance music that has been passed down 					

	Learners in their groups research and select own and indigenous musical genre outside their community that express personal experiences and interests, moods, visual images, concepts, texts, or storylines.
	Collaborate to create rehearsal plan for performing the chosen work to identify and allocate time to the various aspects — singing, drumming, dancing, costume, venue, etc.
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?

Week Ending: 12-05-2023 DAY:			Subject: Creative Arts And Design			
Duration: 60MINS			Strand: F	Performing Arts (D	ance and Drama)	
Class: B8		Class Size:		Sub Stran	d: Media And Tec	hniques
or design process to produce and display own and expressive art forms that reflect a				7 Design and	l produce own dan et a range of differe	
Performance Indicator: Learners can design and produce own dance and drama that reflect a					Core Compete PL5.2: PL6.1: CG5	
Key words						
Reference: Creative	Arts And Desi	i <mark>gn Curriculum</mark>	n P.g. 35			
Phase/Duration PHASE I: STARTER	Recap of pre Draw learner indicator(s).	Resources				
PHASE 2: NEW LEARNING	Guide learners to identify and discuss a dance or drama artist in Ghana and their artworks. Example: Martin Owusu, NiiYartey. Learners in groups relate and appreciate the artworks of the identified artist. Engage learners to design and produce own dance piece or play.					Pictures and Videos
PHASE 3: REFLECTION	Ask learners to design and produce own dance piece or play. Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?					

SECOND TERM WEEKLY LESSON PLAN – B8

Week Ending: 19-05-2023 DAY:				Subject: Creative Arts And Design			
Duration: 60MINS			Strand: Design				
Class: B8	Class: B8 Class Size:			Sub Stra	nd: Drawing, Shadin	g, And	Coloring
B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and ideas ar				velop model:	ability to generate desi s of simple shapes and ad display		Lesson:
Performance Indicate Learners can demonst develop models of sin	rate abili	, ,	design ideas	and	Core Competen PL5.2: PL6.1: CG5.		5.2: DL5.3
Key words							
Reference: Creative	Arts And	Design Curricu	lum P.g. 27				
Phase/Duration		Activities				Resc	ources
PHASE I: STARTER	Revise v lesson.	vith learners to	review their (understand	ing in the previous		
	Share pe	erformance indic	cators with le	arners.			
PHASE 2: NEW LEARNING							uare, set re, protractor, er
	3. Cube: - Start	: : with a block of	Styrofoam.				

	 Measure and mark equal lengths on all sides of the block. Use a sharp knife or Styrofoam cutter to carefully cut along the marked lines. Smooth out the edges if needed. 	
	 4. Cylinder: Start with a cylindrical piece of Styrofoam or a block that is large enough to carve into a cylinder shape. Using a sharp knife or Styrofoam cutter, carve away the excess material to create a cylindrical shape. 	
PHASE 3:	 Smooth out the sides and ends of the cylinder as desired. Ask learners to do the following by ways of reflecting on the 	
REFLECTION	lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire	
	during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending: 19-05	DAY:		Subject: C	Design		
Duration: 60MINS	Strand: Performing Arts			Performing Arts (M	usic)	
Class: B8	Class: B8 Class Size:			Sub Stran	d: Media And Tec	hniques
B8. 2.2.2. Demonstrate of the design process to creative musical art wo different times and cult	o create and dorks that reflec	lisplay own	others' r	or: 5 Plan and d nusical work ent times and	Lesson: I of I	
Performance Indica	tor:				Core Compete	
Learners can plan and o	display own an	d others' musi	cal works		PL5.2: PL6.1: CG5	5.4: PL6.2: DL5.3
Key words						
Reference: Creative	Arts And Des	ign Curriculum	n P.g. 36			
Phase/Duration PHASE I: STARTER	Learners Act	ivities vious lesson us				Resources
PHASE 2: NEW	Draw learner indicator(s). Give a class of	Pictures and				
LEARNING	presentation compositions Guide learne to create. Let learners melodies, had be	Videos				
PHASE 3: REFLECTION	lesson: I. Tell the cla 2. Tell the cla during the les	to do the follo ass what you le ass how you w sson. ects of the less	earnt during the	ng the lesson knowledge t	hey acquire	

Week Ending: 19-05	: 19-05-2023 DAY :			Subject: Creative Arts And Design			
Duration: 60MINS				Strand: Performing Arts (Dance and Drama)			
Class: B8		Class Size:		Sub Stran	d: Media And Tec	hniques	
of design process to proceed to creative and expressive	ntent Standard: 2.2.3.: Demonstrate how to apply the concept design process to produce and display own ative and expressive art-forms that reflect a ge of different times and cultures. Indicator: B8.2.2.3.8 Plan and display dance and drama pieces the of different times and cultures.					nge I of I	
Learners can plan and		d others' danc	e and drai	ma pieces	Core Compete PL5.2: PL6.1: CG5		
Key words				·			
Reference: Creative	Arts And Desi	ign Curriculum	n Pg. 37				
Phase/Duration	Learners Act					Resources	
PHASE I: STARTER		vious lesson us	J	•	tent standard and		
PHASE 2: NEW LEARNING	Guide learners to determine the theme or concept they want to explore in their dance and drama piece. It could be a specific story, emotion, social issue, or abstract idea. Guide learners to develop the storyline or structure of their dance and drama piece. Brainstorm and experiment with movement ideas, dance styles, gestures, and body movements that can express the emotions or actions related to the chosen theme. Learners design costumes that reflect the characters and enhance the movements. Learners in their groups perform dance and drama whiles you invite an audience to watch the performance of own and others' for appreciation and appraisal. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future						
PHASE 3: REFLECTION	lesson: I. Tell the cla 2. Tell the cla during the les	Performances Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?					

SECOND TERM WEEKLY LESSON PLAN – B8

Week Ending: 26-05-2023 DAY:				Subject: Creative Arts And Design			
Duration: 60MINS				Strand: Design			
Class: B8 Class Size:			Sub Stra	.nd: Drawing, Shadin	g, And	Coloring	
Content Standard: B8 1.2.1.Demonstrate underawing, shading, coloring techniques for creative expensions.	g and mode expression of	elling media and		velop models	ability to generate des s of simple shapes and ad display		Lesson:
Performance Indicate Learners can demonst develop models of sir	rate abili	. •	design ideas	s and	Core Competer PL5.2: PL6.1: CG5		.2: DL5.3
Key words					l		
Reference: Creative	Arts And	Design Curricu	lum P.g. 27				
Phase/Duration PHASE I: STARTER		s Activities	_			Reso	urces
	lesson.				ing in the previous		
PHASE 2: NEW LEARNING	Share performance indicators with learners. Learners in groups develop own drawings of templates and create models of simple shapes and forms using cardboard, Styrofoam, clay and/or pulp paper for appreciation and sharing. 1. Square: - Start with a rectangular piece of cardboard. - Measure and mark equal lengths on all four sides of the rectangle. - Use a ruler or straight edge to connect the corresponding marks, creating four equal sides. - Cut along the marked lines. - Fold along the edges to create the square shape. 2. Triangle: - Begin with a rectangular piece of cardboard. - Measure and mark the desired length for the base of the triangle on one of the longer sides of the rectangle. - From each end of the base, measure and mark the same distance to determine the length of the other two sides. - Use a ruler or straight edge to connect the marks, creating a triangle shape. - Cut along the marked lines. - Fold along the edges to create the triangle shape.						re, protractor,

	 Measure and mark equal lengths on all sides of the block. Use a sharp knife or Styrofoam cutter to carefully cut along the marked lines. Smooth out the edges if needed. 	
	 4. Cylinder: Start with a cylindrical piece of Styrofoam or a block that is large enough to carve into a cylinder shape. Using a sharp knife or Styrofoam cutter, carve away the excess material to create a cylindrical shape. 	
PHASE 3: REFLECTION	- Smooth out the sides and ends of the cylinder as desired. Ask learners to do the following by ways of reflecting on the lesson:	
	 Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they acquire during the lesson. Which aspects of the lesson did you not understand? 	

Week Ending: 26-05	Week Ending: 26-05-2023 DAY: Subject: Creative					Design	
Duration: 60MINS				Strand: Performing Arts (Music)			
Class Size:			Sub Stran	d: Media And Tec	hniques		
B8. 2.2.2. Demonstrate of the design process to creative musical art word different times and cultimates.	lisplay own	others' n	or: .5 Plan and d nusical work ent times and	Lesson:			
Performance Indica Learners can plan and		d others' musi	ical works		Core Competer PL5.2: PL6.1: CG5		
Key words				L			
Reference: Creative	Arts And Desi	ign Curriculum	n P.g. 36				
DI /D :							
Phase/Duration PHASE I: STARTER	Learners Act	ivities vious lesson us	· DCA			Resources	
PHASE 2: NEW	Draw learner's attention to the new lesson's content standard and indicator(s). Give a class concert (to be video recorded) that begins with a Pictures and						
LEARNING	presentation compositions Guide learner to create. Let learners of melodies, har Learners in generated melodies and Learners per record live polike YouTube	Videos					
PHASE 3: REFLECTION	lesson: I. Tell the cla 2. Tell the cla during the les	to do the follo ass what you le ass how you w sson. ects of the les	earnt durir	ng the lesson. knowledge t	hey acquire		

Week Ending: 26-05-2023 DAY:				Subject: Creative Arts And Design			
Duration: 60MINS	Duration: 60MINS			Strand: Performing Arts (Dance and Drama)			
Class: B8		Class Size:		Sub Stran	d: Media And Tec	hnique	es
of design process to produce and display own creative and expressive art-forms that reflect a dram				2.9 Organize an appreciation and all of own and others' dance and artworks that reflect a range of at times, cultures and topical issues			
Learners can organize a	• •	n and appraisal	l of own ai	nd others'	PL5.2: PL6.1: CG!		
Key words							
Reference: Creative	Arts And Des	ign Curriculum	n Pg. 37				
Phase/Duration PHASE I: STARTER		Learners Activities Recap of previous lesson using RCA technique.					urces
	Draw learner indicator(s).	r's attention to	the new	lesson's con	tent standard and		
PHASE 2: NEW LEARNING		ience to watch ion and apprai		rmance of o	wn and others	Pictu Video	res and os
		Note and record the strengths and weaknesses of the production and performance for discussion and modification of future					
PHASE 3: REFLECTION	lesson: I. Tell the cla	to do the follo ass what you le ass how you w	earnt durir	ng the lesson			
	during the les	sson. ects of the les	son did yc	u not under	stand?		

SECOND TERM WEEKLY LESSON PLAN – B8

Week Ending: 02-06	-2023	023 DAY: Subject: Creative Arts And D					
Duration: 60MINS	Duration: 60MINS			Strand: Visual Arts			
Class: B8		Class Size:		Sub Strand: Connections In Local And Global Cultures			
Content Standard: B8. 2.3.1 Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues Performance Indicator: Learners can compare and contrast artworks of visit Key words			B8. 2.3.1 artworks history, issues. ual artists	artists Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3			
Reference: Creative	Arts And Desi	ign Curriculum	1 F.g. 36				
Phase/Duration	Learners Act	ivities				Resources	
PHASE 2: NEW LEARNING	indicator(s). Analyze the techniques of artworks the topical issue Examples: A Francis Board Ablade Glovibrant and expendent of the country's land common the latest of the common the latest of the	similarities and used by visual at reflect the estable Glover teng. Ever is a renown expressive painteryday life in Codscapes, market mes and technologie: Ablade Glove He focuses on the focuses on the focuses on the second se	nd differed artists in history, of history, of history, of history, of history, of history, and uniques four er's painting to apturing the	ences of their the product culture, envitobam, The maian artist known works often capture the ban scenes. Indian Ablade ags often depicted energy and	ction of ironment and odosia Okoh, nown for his explore themes essence of the Here are some Glover's art:	Pictures and Videos	
	and resilience 2. Color and Touribrant colors. and visually st	of the Ghanaia Fexture: Glover's He skillfully use riking compositi iques, such as lo	n people. s paintings es a wide r ions. Additi	are characten ange of hues to onally, he emp	•		

	3. Movement and Rhythm: Many of Glover's paintings convey a sense of	
	movement and rhythm. Whether depicting bustling marketplaces or	
	lively cityscapes, he captures the dynamic nature of these environments	
	through the use of fluid brushstrokes and expressive lines.	
	4. Abstraction and Figuration: Glover's art combines elements of	
	abstraction and figuration. While some of his works portray recognizable	
	subjects and scenes, others veer towards abstraction, with loosely defined	
	forms and gestural brushwork. This blending of styles adds intrigue and	
	allows for multiple interpretations.	
	5. Expressive Brushwork: A distinctive feature of Glover's paintings is his	
	expressive and confident brushwork. He employs bold and gestural	
	strokes to create a sense of energy and spontaneity in his artworks. This	
	technique contributes to the lively and dynamic nature of his	
	compositions.	
	Learners in their groups, research and discuss the themes and	
	techniques used by other visual artist in Ghana.	
	teeriniques used by other visual artist in Ghana.	
	Learners relate artworks to tradition, culture and environmental	
	issues of the community to derive meaning and ideas.	
PHASE 3:	Ask learners to do the following by ways of reflecting on the	
REFLECTION	lesson:	
	I. Tell the class what you learnt during the lesson.	
	2. Tell the class how you will use the knowledge they acquire	
	during the lesson.	
	3. Which aspects of the lesson did you not understand?	

Week Ending: 02-06-2023 DAY:			Su	bject: (Creative Arts And [Design	
Duration: 60MINS			St	rand:	Performing Arts (M	lusic)	
Class: B8		Class Size:		ib Strar iltures	nd: Connections In	Local	And Global
Content Standard: B8. 2.3.2. Demonstrate generate ideas from ind forms and Ghanaian ar of different times, cultu	digenous creat t musicians tha	ive musical at reflect a range	musical v	4. Distin vorks of e history	guish different way: Ghanaian art comp v, culture, environm	osers	Lesson:
Performance Indica Learners can distinguis composers		ys musical works (of Ghanaia	n art	Core Compete PL5.2: PL6.1: CG		
Key words							
Reference: Creative	Arts And Des	ign Curriculum Pg	g. 39				
						1 _	
Phase/Duration	Learners Activities Reso						urces
PHASE I: STARTER	Recap of pre	Recap of previous lesson using RCA technique.					
	Draw learner indicator(s).	r's attention to th	ne new less	on's con	tent standard and		
PHASE 2: NEW LEARNING		ience to watch the ion and appraisal.	•	ince of c	wn and others	Pictu Video	res and os
	Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances						
PHASE 3:		to do the followi	ng by ways	of reflec	cting on the		
REFLECTION	lesson:			_			
		ass what you learr	_				
		ass how you will u	use the kno	wledge	they acquire		
	during the le		امالم	ملحين مس	arand?		
	3. vvnich asp	ects of the lesson	i aia you n	or unger	stand!		

SECOND TERM WEEKLY LESSON PLAN – B8

Week Ending: 09-06-2023 DAY: Subject: Creative Arts An					Creative Arts And [Design		
Duration: 60MINS				Strand:	Design			
Class: B8		Cla	ss Size:	Sub Stra	nd: Drawing, Shading	g, And	Coloring	
B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas. Indicator: B8 1.2.1.1 Explore available manual and digital tools materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes forms.						and L of L		
Performance Indica Learners can explore a techniques for drawing	vailable manual a		gital tools, mater	rials and	Core Competen PL5.2: PL6.1: CG5.		.2: DL5.3	
Key words								
Reference: Creative	Arts And Design	Curr	iculum P.g. 24					
Phase/Duration PHASE I: STARTER	Learners Activit					Resc	ources	
PHASE 2: NEW LEARNING	indicator(s). Revise with lear available manua outline drawing simple shapes a Eye Level etc. Learners in growavailable digital outline drawing simple shapes a Put learners in gtemplates and continue drawing simple shapes an	Revise with learners to identify, select and experiment the use of available manual tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms for sharing and appraising., Understanding						
PHASE 3: REFLECTION	Ask learners to lesson:	what how n.	you learnt during you will use the	ng the lesso knowledge	n. they acquire			

Week Ending: 09-06	-2023	DAY:		Subject: (Creative Arts And D	Design
Duration: 60MINS		<u>I</u>		Strand: \	Visual Arts	
Class: B8		Class Size:	d: Connections In	onnections In Local And Global		
Content Standard: B8. 2.3.1 Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues Performance Indicator: Learners can compare and contrast artworks of visual artists Indicator: B8. 2.3.1.2. Compare and contrast that history, culture, environment issues. Core Core Core Core Core Core Core Core						l of I
Key words						
Reference: Creative	Arts And Desi	ign Curriculum	n P.g. 36			
3.2.2.2.2.2.	33 : 3.2 2 60	o · · · · · · · · · · · · · · · ·	.0			
Phase/Duration	Learners Act					Resources
PHASE I: STARTER	Recap of pre	vious lesson us	sing RCA	technique.		
	indicator(s).				tent standard and	
PHASE 2: NEW LEARNING	artworks in Engage learn and how the issues in their Revise with of themes are production environment Examples: A Francis Boat Ablade Glovibrant and erelated to evicountry's land common their I. Everyday Life in Ghana. markets, street and resilience 2. Color and Tivibrant colors. and visually standard colors.	their communers to describe reflect the formunities rearners to a nd technique of artworks to and topical ablade Glover teng. ver is a renown expressive pain eryday life in Codes and techniques, and communers, and c	ibe briefly history, curs and count analyze the sused by that reflectissues. The count and the count	d in Ghana. on the artilture, environtry. e similaritie visual artistet the history tobam, The maian artist knowerks often capture the ban scenes. In Ablade gs often depiche energy and His works cellare character ange of hues onally, he employed.	nown for his explore themes essence of the Here are some Glover's art: et scenes from daily d vibrancy of elebrate the spirit eized by bold and to create dynamic bloys various	Pictures and Videos

	3. Movement and Rhythm: Many of Glover's paintings convey a sense of	
	movement and rhythm. Whether depicting bustling marketplaces or	
	lively cityscapes, he captures the dynamic nature of these environments	
	through the use of fluid brushstrokes and expressive lines.	
	4. Abstraction and Figuration: Glover's art combines elements of abstraction and figuration. While some of his works portray recognizable subjects and scenes, others veer towards abstraction, with loosely defined forms and gestural brushwork. This blending of styles adds intrigue and allows for multiple interpretations.	
	5. Expressive Brushwork: A distinctive feature of Glover's paintings is his expressive and confident brushwork. He employs bold and gestural strokes to create a sense of energy and spontaneity in his artworks. This technique contributes to the lively and dynamic nature of his compositions.	
	Learners in their groups, research and discuss the themes and techniques used by other visual artist in Ghana.	
	Learners relate artworks to tradition, culture and environmental	
	issues of the community to derive meaning and ideas.	
PHASE 3:	Ask learners to do the following by ways of reflecting on the	
REFLECTION	lesson:	
	I. Tell the class what you learnt during the lesson.	
	2. Tell the class how you will use the knowledge they acquire	
	during the lesson.	
	3. Which aspects of the lesson did you not understand?	
	, , , , , , , , , , , , , , , , , , , ,	

Week Ending: 09-06-2023 DAY:				Subject: Creative Arts And Design			
Duration: 60MINS				Strand: Performing Arts (Music)			
Class: B8		Class Size:		Sub Stran Cultures	d: Connections In	Local And Global	
B8. 2.3.2. Demonstrate generate ideas from income and Ghanaian are of different times, culture Performance Indica	ive musical at reflect a range	B8. 2 music reflec	cal works of	guish different ways Ghanaian art comp , culture, environm	osers I of I		
Learners can distinguis composers		ys musical works	of Gha	naian art	Core Compete PL5.2: PL6.1: CG		
Key words							
Reference: Creative	Arts And Des	ign Curriculum Pg	g. 39				
Phase/Duration PHASE I: STARTER	Learners Act	ivities vious lesson using	DC A			Resources	
THE STARTER		r's attention to th		•	ent standard and		
PHASE 2: NEW LEARNING	Revise with learners on the types of music genres in Ghana. Put learners into groups. Let each group select a music genre. Learners are to perform any song that belongs to the genre they chose. Invite an audience to watch the performance for appreciation and appraisal. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances. Engage learners to describe the music genre identified and how they reflect the history, culture, environment and topical issues in their communities and country.					Pictures and Videos	
PHASE 3: REFLECTION	lesson: I. Tell the cla 2. Tell the cla during the le	to do the following to do the following the same ass how you will used to be soon. The lesson the lesson to the lesson the lesson to the lesson to the lesson the les	nt durii ise the	ng the lesson knowledge t	hey acquire		

Week Ending: 09-06	-2023	DAY:		Subject: (Creative Arts And [Design	
	-2023	DAT.		Strand: Performing Arts (Dance and Drama)			
Duration: 60MINS				<u> </u>		•	
Class: B8		Class Size:			id: Media And Tec	hnique	S
B8. 2.2.3.: Demonstrate how to apply the concept of design process to produce and display own creative and expressive art-forms that reflect a				Poperaisal of own and others' dance and rama artworks that reflect a range of fferent times, cultures and topical issues			Lesson: I of I
Performance Indica Learners can organize a dance and drama artwo	an appreciatio	n and appraisal	of own a	nd others'	Core Compete PL5.2: PL6.1: CG		6.2: DL5.3
Key words							
Reference: Creative	Arts And Des	ign Curriculum	n Pg. 37				
Phase/Duration	Learners Act					Reso	urces
PHASE I: STARTER	Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).						
PHASE 2: NEW LEARNING	Put learners particular eth Learners per Invite an audi appraisal. Note and recand performance Engage learn	Revise with learners on the types of dances in Ghana. Put learners into groups. Let each group select a dance of a particular ethnic group. Learners perform the dance in groups to the whole class. Invite an audience to watch the performance for appreciation and					res and os
PHASE 3: REFLECTION	Ask learners lesson: I. Tell the cla 2. Tell the cla during the les	to do the follo ass what you le ass how you w	owing by wearnt during the sill use the	vays of reflecting the lesson knowledge t	chey acquire		