

TERM THREE
WEEKLY LESSON PLAN – B7
WEEK 8

Week Ending: 4 th NOV, 2022		DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Design	
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment	
Content Standard: B7. 1.1.1. Demonstrate understanding of design as a concept in relation to the elements and principles of design.		Indicator: B7 1.1.1.3 Research 'principles of design' to describe how they are used to organize the 'elements of design' into building blocks for visual design, composition and creative expression of ideas.	
Performance Indicator: Learners can identify and record what constitutes the 'elements of design' in nature		Lesson: 1 of 1	
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3			
Key words	Emphasis, balance, scale, value, unity, rhythm, contrast, repetition, proportion, movement.		
Reference: Creative Arts And Design Curriculum P.g. 32			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Show a 5-minute video/pictures on the organization elements of design Share performance indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Learners brainstorm and reflect on the use of principles of design Examples: rhythm, repetition, contrast, etc. Learners identify the skills in creating composition with elements and principles of design. Learners practice the techniques by drawing using both natural and manmade environment. Have learners apply knowledge of 'elements and 'principles' of design' to create own designs using appropriate tools	pencils paper charcoal pencil pastel crayons scissors brushes	
PHASE 3: REFLECTION	Learners talk about the techniques used with their peers. <u>Homework</u> Learners practice the techniques in creating elements and 'principles' of design' to reflect the environment. Examples using contrast, repetition, balance, proportion, etc.		

Week Ending: 4 th NOV, 2022	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts
Class: B7	Class Size:	Sub Strand: Connections in Local and Global Cultures
Content Standard: Music B7. 2.2.2. Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms		Indicator: B7. 2.3.2.6. Organize an appreciation and appraisal of own and others' musical works
Performance Indicator: Learners can show appreciation and appraisal of own and others artworks		Lesson: 1 of 1
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
Key words	Formalism , referentialism, absolutism, expressionism, rhythm, semibreve, minim	
Reference: Creative Arts And Design Curriculum P.g. 32		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Learners are to watch pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.</p> <p>Ask learners to talk about parts of the pictures that interest them.</p> <ul style="list-style-type: none"> • Have you witnessed or saw an exhibition? • What items did see being displayed or showcased? <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
PHASE 2: NEW LEARNING	<p>Play the following video clips of indigenous musical forms briefly and ask learners to identify the genres involved, namely recitative song forms (nnwomkrô, ebibindwom, etc.), dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.) and vocal effects (yodelling, ululation, holler, nasalisation).</p> <p>Review the definition of the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely</p> <ul style="list-style-type: none"> • Formalism • Referentialism • Absolutism • Expressionism <p>Review briefly the elements of Art Musical Composition for Percussive Instruments;</p> <ul style="list-style-type: none"> • how the piece began • how the piece ended • how interesting the bass drum beat was • how interesting the inner parts had a dialogue and complemented each other. <p>Select a dance or drama composed and performed in the previous lessons and play back to the class. Put learners into three groups and ask them in their groups to discuss and appraise the video watched and write a short aesthetic appreciation report</p>	Art Musical Composition for Percussive Instruments

	<p>Ask groups to present their aesthetic appreciation report written to the class based on the guidelines.</p> <p>Example:</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> <p>Ask other groups to comment on the report presented. Sum up the lesson, and ask groups to go watch the other two videos of the class for presentation at the next lesson.</p> <p><u>Assessment</u> Ask learners to peer assess their colleagues in group presentations. Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired</p>	
<p>PHASE 3: REFLECTION</p>	<p>Learners reflect and share aesthetic experience for future refinement and modification.</p> <p><u>Homework</u> Ask learners to go and watch the other videos of the class and write a brief aesthetic appreciation on each for presentation at the next lesson.</p>	