

THIRD TERM
WEEKLY LESSON PLAN – B8
WEEK 6

Week Ending: 04-08-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Music)
Class: B8	Class Size:	Sub Strand: Creative And Aesthetic Expression
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	Indicator: B8. 2.2.2.4 Design and produce own musical genre that reflect the history and cultures, physical and social environment	Lesson: 1 of 1
Performance Indicator: Learners can design and produce own musical genre		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words		
Reference: Creative Arts And Design Curriculum P.g. 34		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Discuss the concept of creative and aesthetic expression in music.</p> <p>Engage the learners by asking questions like:</p> <ul style="list-style-type: none"> • What does it mean to be creative in music? • How can we express our unique ideas through music? • Why is it important to explore different musical genres? <p>Show a video or play a recording of traditional Ghanaian music to provide context and inspiration</p>	
PHASE 2: NEW LEARNING	<p>Divide the learners into small groups.</p> <p>Assign each group a specific aspect of Ghanaian music to research, such as traditional instruments, rhythms, dance styles, or lyrical themes.</p> <p>Provide resources such as books, articles, or online sources for their research. Ask the groups to take notes and gather information to share with the class later.</p> <p>Discuss the research findings from each group, allowing them to share their notes and insights.</p> <p>Explain that they will now work individually to design their own musical genre, incorporating elements they find interesting from Ghanaian music.</p> <p>Encourage creativity and experimentation in combining different musical elements (instruments, rhythms, melodies, lyrics, etc.). Remind learners to consider the aesthetic expression and cultural significance of their genre.</p> <p>Learners in groups start working on producing their musical genre.</p>	<p>Pictures and Videos</p> <p>Instruments (If available)</p>

	<p>If instruments are available, allow learners to use them to compose melodies or create rhythms. If not, they can use digital software or online tools for composition.</p> <p>Emphasize the importance of practice and refinement in their musical pieces.</p> <p>Once the compositions are ready, give learners the opportunity to perform their genres in front of the class.</p> <p>Encourage constructive feedback and appreciation for each other's creations.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 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: 04-08-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Dance and Drama)
Class: B8	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: B8. 2.2.3.Demonstrate how to apply the concept of design process (Idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures		Indicator: B8.2.2.3.7 Design and produce own dance and drama that reflect a range of different times and cultures
		Lesson: 1 of 1
Performance Indicator: Learners can design and produce own dance and drama that reflect a range of different times and cultures.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words		
Reference: Creative Arts And Design Curriculum P.g. 37		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners on the previous lesson. Share performance indicators with learners and introduce the lesson.	
PHASE 2: NEW LEARNING	Provide examples of well-known dance and drama artists, such as Martin Owusu and Nii Yartey, and briefly discuss their artistic contributions. Show visual or video examples of their artworks to stimulate interest and discussion. Engage learners in a class discussion about the different elements and techniques used by these artists and how they convey their messages through their work. Assign learners to research and select a dance or drama artist of their choice for further study. Introduce various themes, such as SSNIT Pension Scheme services or sanitation, and ask learners to select one that interests them. Learners brainstorm ideas and develop a concept for their dance piece or play based on the chosen theme. Provide guidance on structuring the performance, including setting, characters, plot, and message. Allow learners to collaborate in groups or work individually to design and plan their performances. Provide art supplies for learners to create sketches or storyboards to visualize their ideas.	Pictures and Videos

	<p>Allocate rehearsal time for learners to practice their performances.</p> <p>Organize a performance day or class showcase where learners can present their dance pieces or plays to the rest of the class.</p> <p>Invite local dance or drama artists to speak to the class or organize a field trip to a theater or dance performance to expose learners to professional productions.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Can you name any famous dance or drama artists? 2. What are some elements or techniques used by dance or drama artists to convey messages through their work? 3. How do Martin Owusu and Nii Yartey contribute to the world of dance or drama? 	
<p>PHASE 3: REFLECTION</p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 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? 	