

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 8

<b>Week Ending:</b> 18-08-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Design	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring	
<b>Content Standard:</b> B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B8 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can develop models of simple shapes and forms for appreciation and display.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 27			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Revise with learners to review their understanding in the previous lesson.</p> <p>Brainstorm learners to mention the benefits of receiving feedback, such as improving their skills and gaining new perspectives</p> <p>Share performance indicators with learners.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners to brainstorm and generate design ideas based on simple shapes and forms.</p> <p>Provide examples and prompts to inspire their creativity, such as geometric patterns, abstract compositions, or designs inspired by nature.</p> <p>Distribute drawing materials and construction paper or cardstock to each student.</p> <p>Instruct them to choose a design idea and start creating their artwork on the paper.</p> <p>Set up display boards or designate a wall where learners can showcase their artwork.</p> <p>Invite learners to hang their finished drawings, templates, and models on the display area.</p> <p>Provide feedback forms or sticky notes to each student. Instruct them to write positive and constructive feedback for at least two pieces of artwork they appreciate.</p>	T-square, set square, protractor, paper	

	Give learners an opportunity to share the feedback they received and their own reflections on the activity	
<b>PHASE 3: REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"><li>1. Tell the class what you learnt during the lesson.</li><li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li><li>3. Which aspects of the lesson did you not understand?</li></ol>	

<b>Week Ending:</b> 18-08-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression
<b>Content Standard:</b> B8. 2.2.2 Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect a range of different times and cultures		<b>Indicator:</b> B8. 2.2.2.5 Plan and display own and others' musical works that reflect a range of different times and cultures
<b>Performance Indicator:</b> Learners can plan and display own and others' musical works		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 36		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner's attention to the new lesson's content standard and indicator(s).	
<b>PHASE 2: NEW LEARNING</b>	Guide learners in preparing a presentation that introduces their self-designed musical genre.  Instruct them to create slides, handouts, or other visual aids to highlight the style, historical, and cultural context of their compositions.  Encourage learners to incorporate images, audio clips, or video snippets to enhance their presentation.  Allocate time for learners to practice their presentations and provide feedback to one another.  Set up a performance area or stage where learners can showcase their musical compositions.  Organize a class concert where each group presents their self-designed musical genre.  Allow learners to deliver their presentations, providing insights into the historical and cultural context of their compositions.  Allocate time for applause and feedback after each performance.	Pictures and Videos
<b>PHASE 3: REFLECTION</b>	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?	
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<b>Week Ending:</b> 18-08-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance and Drama)	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B8. 2.3.3. Dance and Drama: Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B8.2.2.3.9 Organize an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can plan and display own and others' dance and drama pieces		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>			
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 37			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Discuss the importance of appreciating and appraising dance and drama artworks. Talk about how these forms of art reflect different times, cultures, and issues.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Show learners a selection of dance and drama performances that reflect different times, cultures, and issues.</p> <p>After viewing each performance, lead a group discussion. Discuss what time period, culture, or issue the performance reflects.</p> <p>Engage learners to talk about what they liked, what they didn't like, and how they interpreted the performance.</p> <p>Divide the learners into small groups. Each group will select one of the performances viewed and prepare an appraisal of it.</p> <p>Have each group present their appraisal to the class. Encourage other learners to ask questions and share their own thoughts about the performance.</p> <p>Record the strengths and weaknesses of the production and performance for discussion and modification of future performances</p>	Pictures and Videos	
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>		