

SECOND TERM

WEEKLY LESSON PLAN – B9

WEEK I

Week Ending: 12-01-2024	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Design
Class: B9	Class Size:	Sub Strand: Creativity, Innovation & The Design Process
Content Standard: B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society		Indicator: B9 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society
		Lesson: 1 of 1
Performance Indicator: Learners can describe the differences between creativity and innovation		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Creativity, Innovation, Design, Solution	
Reference: Creative Arts And Design Curriculum P.g. 44		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson with a thought-provoking question: "Can you think of a problem in your community or the world that needs a creative solution?"</p> <p>Allow learners to share their ideas in a brief discussion. Write some of their responses on the board.</p> <p>Share performance indicators and introduce the lesson</p>	
PHASE 2: NEW LEARNING	<p>Begin the lesson by displaying an image or video of a design product that solves a specific social problem, such as a water filtration system for communities with limited access to clean water.</p> <p>Ask learners to brainstorm what they think the problem is that this product is addressing and discuss their answers as a class.</p> <p>Divide the class into small groups and assign each group a specific social problem, such as access to education, food waste, or renewable energy.</p> <p>Instruct the groups to conduct research and find examples of design products or solutions that address their assigned social problem.</p> <p>Encourage the groups to analyze and evaluate the chosen products, considering factors such as feasibility, effectiveness, user-friendliness, and impact on society.</p>	Pictures and charts

	<p>After the research and analysis, ask each group to present their findings to the class. They should explain the social problem, describe the design product or solution they found, and discuss how it addresses the problem and its potential impact on society.</p> <p><u>ASSESSMENT</u></p> <ol style="list-style-type: none"> 1. Can you give an example of something creative that is not innovative? And vice versa? 2. Why is it important to be both creative and innovative when solving problems? 3. How can you use your own creativity and innovation to make a positive impact on your community? 4. Think of a design solution you admire. What makes it effective? How does it demonstrate both creativity and innovation? 	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p>	

Week Ending: 12-01-2024	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Visual Arts
Class: B9	Class Size:	Sub Strand: Media And Techniques
Content Standard: B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding		Indicator: B9 2.1.1.3 Apply artistic techniques in folding by using available media to make creative artworks.
		Lesson: 1 of 1
Performance Indicator: Learners can apply artistic techniques in folding by using available media to make creative artworks		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Folding, creasing, pleating, knotting	
Reference: Creative Arts And Design Curriculum P.g. 46		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Begin the lesson by showing images of artworks created using folding techniques, such as origami, paper sculptures, or folded paper jewelry.</p> <p>Lead a class discussion where learners share their initial observations and thoughts about the artworks.</p> <p>Ask learners to identify any folding techniques they notice in the artworks and discuss their findings as a class.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
PHASE 2: NEW LEARNING	<p>Divide into pairs and choose a material like paper, fabric, or clay.</p> <p>Have learners experiment with different folding techniques like sharp creases, soft folds, and pleats. See what shapes and textures you can create!</p> <p>Challenge each other to come up with the most unique `folded form.</p> <p>Design and create a small artwork using pleating as your main technique. Use different materials like paper, fabric, or even aluminum foil for interesting textures.</p> <p>Explore the art of knotting! Learn basic macramé knots like the square knot or the half hitch.</p> <p>Learners in groups use colorful yarn or cord to create knotted bracelets, keychains, or even small sculptures.</p>	<p>Various types of paper (colored, patterned, origami paper, etc.)</p> <ul style="list-style-type: none"> - Scissors - Glue - Markers or colored pencils

	<p>Arrange the artworks in a classroom gallery. Take turns walking around and admiring each other's work. Ask questions, share your creative process, and give positive feedback.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What are the three main folding techniques we learned about today? 2. Describe how you used texture in your folded artwork. 3. Explain the difference between a sharp crease and a soft fold. 4. Share one challenge you faced while creating your folded masterpiece and how you overcame it. 	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

Week Ending: 12-01-2024	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Music)
Class: B9	Class Size:	Sub Strand: Media And Techniques
Content Standard: B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music	Indicator: B9 2.1.2.6 Create/improvise a melody using (I, VI, IV, V) as the ostinato bass line	Lesson: 1 of 1
Performance Indicator: Learners can create/improvise a melody using (I, VI, IV, V) as the ostinato bass line		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Ostinato, Chord progression, Scale	
Reference: Creative Arts And Design Curriculum P.g. 48		
Phase/Duration	Learners Activities	Resources
PHASE I: STARTER	<p>Begin by playing a recording of a familiar song with a recognizable bass line, such as "Seven Nation Army" by The White Stripes.</p> <p>Ask learners to identify the repetitive bass pattern and discuss how it contributes to the overall feel of the song. Briefly explain the concept of an ostinato, emphasizing its role as a foundation for improvisation</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>Play the ostinato [d: l: f: s] on an instrument or keyboard and have learners sing it back individually and in groups.</p> <p>Discuss the intervals between the notes (D-A, A-F, etc.) and reinforce the concept of scales.</p> <p>Divide learners into pairs or small groups. Instruct each learner in each group to play the ostinato continuously while the other improvises a melody on top, using the [I, VI, IV, V] chord progression as a guide.</p> <p>Encourage them to explore different rhythms, intervals, and dynamics.</p> <p>Challenge learners to create variations on their improvised melodies.</p> <p>Have learners share their improvised melodies with the class, either singing or playing an instrument. Encourage them to be creative and expressive in their performance.</p>	Music box, pictures and charts

	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Can you identify the ostinato and sing it back accurately? 2. How did you use the [I, VI, IV, V] chord progression to guide your improvisation? 3. Describe one way you varied your melody from the previous version. 4. What are some challenges you faced while improvising and how did you overcome them? 	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	