

# SECOND TERM

## WEEKLY LESSON PLAN – B9

### WEEK 2

| <b>Week Ending:</b> 19-01-2024   | <b>DAY:</b>  | <b>Subject:</b> Creative Arts And Design   |
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| <b>Duration:</b> 60MINS  |  | <b>Strand:</b> Design  |
| <b>Class:</b> B9   | <b>Class Size:</b>   | <b>Sub Strand:</b> Creativity, Innovation & The Design Process   |
| <b>Content Standard:</b><br>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 |  | <b>Indicator:</b><br>B9 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society |
|  |  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can describe the differences between creativity and innovation   |  | <b>Core Competencies:</b><br>PL5.2: PL6.1: CG5.4: PL6.2: DL5.3   |
| <b>Key words</b>   | Creativity, Innovation, Design, Solution   |  |
| <b>Reference:</b> Creative Arts And Design Curriculum P.g. 44  |  |  |
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| Phase/Duration   | Learners Activities  | Resources  |
| <b>PHASE 1: STARTER</b>  | <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>  |  |
| <b>PHASE 2: NEW LEARNING</b>   | <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  |

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|                                       | <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><b><u>ASSESSMENT</u></b></p> <ol style="list-style-type: none"> <li>1. Can you give an example of something creative that is not innovative? And vice versa?</li> <li>2. Why is it important to be both creative and innovative when solving problems?</li> <li>3. How can you use your own creativity and innovation to make a positive impact on your community?</li> <li>4. Think of a design solution you admire. What makes it effective? How does it demonstrate both creativity and innovation?</li> </ol> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b></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>   |  |

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| <b>Week Ending:</b> 19-01-2024  | <b>DAY:</b>   | <b>Subject:</b> Creative Arts And Design  |
| <b>Duration:</b> 60MINS   |   | <b>Strand:</b> Visual Arts  |
| <b>Class:</b> B9  | <b>Class Size:</b>  | <b>Sub Strand:</b> Media And Techniques   |
| <b>Content Standard:</b><br>B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding    |   | <b>Indicator:</b><br>B9. 2.1.1.3 Apply artistic techniques in folding by using available media to make creative artworks. |
| <b>Performance Indicator:</b><br>Learners can apply artistic techniques in folding by using available media to make creative artworks |   | <b>Lesson:</b><br>1 of 1  |
| <b>Core Competencies:</b><br>PL5.2: PL6.1: CG5.4: PL6.2: DL5.3  |   |   |
| <b>Key words</b>  | Crease, Pleat, Knot, Texture  |   |
| <b>Reference:</b> Creative Arts And Design Curriculum Pg. 46  |   |   |
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| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>   | <p>Close your eyes and imagine a blank canvas. Now, instead of a brush, think of folds, pleats, and knots as your tools.</p> <p>How can you transform this canvas into something magical?</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>  |   |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Divide into pairs and choose a material like paper or fabric. Experiment with different folding techniques like sharp creases, soft folds, and pleats.</p> <p>Design and create a small decorative piece using pleating as your main technique.</p> <p>Use colorful yarn or cord to create knotted bracelets, hair accessories, or even small sculptures.</p> <p>Combine your folded forms, pleated creations, and knotted masterpieces to make a larger artwork.</p> <p>Use glue, staples, or ribbons to attach everything and create a unique composition.</p> <p>Display folded artworks for appreciation, reflection and use peer- and self-evaluation to review work.</p> <p><u>Assessment</u></p> <p>1. What are the three main folding techniques you used in your artwork?</p> | Pictures and Videos   |

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|                                | <ol style="list-style-type: none"><li>2. Describe how you used texture and different materials to make your piece interesting.</li><li>3. Explain how the work of an artist you researched inspired your design choices.</li></ol> |  |
| <b>PHASE 3:<br/>REFLECTION</b> | <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>   |  |

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| <b>Week Ending:</b> 19-01-2024  | <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> B9  | <b>Class Size:</b>   | <b>Sub Strand:</b> Media And Techniques   |
| <b>Content Standard:</b><br>B9. 2.1.3: Demonstrate understanding and application of media and techniques in Dance and Drama |  | <b>Indicator:</b><br>B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama |
|   |  | <b>Lesson:</b><br>1 of 1  |
| <b>Performance Indicator:</b><br>Learners can explore the parts of the body and props essential for acting and dancing      |  | <b>Core Competencies:</b><br>PL5.2: PL6.1: CG5.4: PL6.2: DL5.3  |
| <b>Key words</b>  | Ostinato, Chord progression, Scale   |   |
| <b>Reference:</b> Creative Arts And Design Curriculum P.g. 51   |  |   |
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| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>  |
| <b>PHASE I: STARTER</b>   | Revise with learners on the previous lesson.<br><br>Draw learner's attention to the new lesson's content standard and indicator(s).  |   |
|   | Revise with learners the meaning of performance space.<br><i>In dance and drama, a performance space refers to the physical area where a performance takes place.</i><br><br>Guide learners to identify additional parts of the performance space. <ul style="list-style-type: none"> <li>• <i>Stage: The elevated platform where performers present the play, dance, or other artistic expressions.</i></li> <li>• <i>Proscenium Arch: A large, rectangular opening that frames the stage, creating a visual border between the performance area and the audience.</i></li> <li>• <i>Apron: The front part of the stage that extends beyond the proscenium arch, reaching into the audience space in front of the stage.</i></li> <li>• <i>Wings: Offstage spaces to the sides of the stage where performers wait for their entrances.</i></li> <li>• <i>Backstage: The area behind the stage where performers prepare for their entrances and exits.</i></li> <li>• <i>Fly System: A system of ropes, pulleys, and counterweights used to raise and lower scenery, curtains, or props on and off the stage.</i></li> <li>• <i>Grid: An overhead structure above the stage that supports lighting equipment, curtains, and other technical elements.</i></li> <li>• <i>Orchestra Pit: A lowered area in front of the stage where musicians may be situated to accompany a performance.</i></li> <li>• <i>House: The area where the audience is seated during a performance.</i></li> <li>• <i>Aisles: Passageways between rows of seats in the audience area, allowing for movement to and from seats.</i></li> <li>• <i>Lobby: The area outside the performance space where audience members gather before, during intermission, and after the performance.</i></li> </ul> | Music box, pictures and charts  |

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|                                       | <ul style="list-style-type: none"> <li>• <i>Green Room: A backstage area where performers can relax, prepare, or wait during the performance.</i></li> <li>• <i>Cyclorama (Cyc): A large, curved fabric or wall at the back of the stage used for projections or to create a seamless background.</i></li> <li>• <i>Props Table: A designated area backstage where props are organized and stored for easy access during the performance.</i></li> <li>• <i>Costume Rack: A space for hanging and organizing costumes backstage.</i></li> <li>• <i>Lighting Booth: An elevated area, often at the back of the auditorium, where lighting technicians operate and control the lighting equipment.</i></li> <li>• <i>Sound Booth: An area, similar to the lighting booth, where sound technicians operate and control audio equipment.</i></li> <li>• <i>Dressing Rooms: Areas backstage where performers change into costumes and prepare for their roles.</i></li> </ul> <p>Guide learners to explore the parts of the body and props essential for acting and dancing.</p> <p>Have learners explain masking, aside, apron, linear and circular patterns, etc., in dance and drama.</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b></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>  |  |