Fayol Inc. 0547824419/0543062525

SECOND TERM

WEEKLY LESSON PLAN – B9

WEEK 5

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| **Week Ending:** 09-02-2024 | | **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 1.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can appreciate and share their insights on the significance of creativity in the design process. | | | | | | **Core Competencies:**  PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| **Key words** | Creativity, innovation, appreciation, design | | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum P.g. 44 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson with a thought-provoking question: "Can you think of a product, technology, or design that you find innovative or creative? Why?"  Allow learners to share their thoughts and discuss as a class.  Share performance indicators and introduce the lesson | | | | | |  | |
| PHASE 2: **NEW**  **LEARNING** | Provide examples of design projects or innovations and ask learners to analyze the information.  Discuss what makes each example creative or innovative. Use this as an opportunity to introduce the concept of design thinking.  Break down the design process into stages (e.g., research, ideation, prototyping, testing) and discuss each stage with the learners.  Use real-world examples to illustrate how these stages are applied in different design projects.  Assign each group a design scenario (e.g., designing a new school backpack, a smartphone app, or a sustainable transportation system).  Have them brainstorm ideas, sketch designs, and outline the steps they would take in each stage of the design process.  Each group presents their design scenario and the steps they would take.  Encourage a class discussion on the diversity of ideas and approaches.  Discuss the importance of appreciating different perspectives in the design process.  Assessment   1. "What aspect of the design process did you find most interesting or challenging during today's activity?" 2. "How did creativity contribute to the diversity of ideas within your group?" 3. "Reflect on a real-world example of innovation. How did the design process play a role in its development?" 4. "In what ways can appreciation for creativity enhance collaboration and problem-solving in the design process?" | | | | | | Pictures and charts,  Examples of design projects or innovations  Internet access for research (if available) | |
| PHASE 3:  **REFLECTION** | Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.  Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society. | | | | | |  | |

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| **Week Ending:** 09-02-2024 | | **DAY:** | | | **Subject:** Creative Arts And Design | | | |
| **Duration:** 60MINS | | | | | **Strand:**  Visual Arts | | | |
| **Class:** B9 | | | **Class Size:** | | **Sub Strand:**  Media And Techniques | | | |
| **Content Standard:**  B9. 2.2.1 Exhibit art works produced from competencies and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures | | | | **Indicator:**  B9. 2.2.1.2 Plan and display artworks that reflect the influence of a range of different times, cultures and topical issues. | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can plan and display artworks | | | | | | **Core Competencies:**  PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| **Key words** | Preservation, Exhibition, Conservation, Artifact | | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum P.g. 53 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson with a visual starter. Display images of two artworks—one that has been well-preserved and another that shows signs of deterioration.  Ask learners to observe and discuss the differences, prompting them to consider factors such as age, materials, and environment.  Draw attention to the new lesson’s content standard and indicator(s). | | | | | |  | |
| PHASE 2: **NEW**  **LEARNING** | Divide the class into small groups and assign each group a specific aspect of art preservation and exhibition (e.g., climate control, restoration challenges, and public engagement).  Provide resources for research and encourage learners to explore similarities, differences, and challenges in their assigned area.  Facilitate group discussions where learners share their findings, ask questions, and collaboratively analyze the information.  Encourage critical thinking and consideration of various perspectives.  Each group creates a visual report using large paper or poster boards, incorporating key points, images, and data to present to the class.  Groups present their reports to the class, fostering a learner-centered environment where learners actively listen, ask questions, and provide feedback to their peers.  Assessment   1. "How did collaborating with your peers enhance your understanding of art preservation and exhibition challenges?" 2. "What similarities and differences did you discover in your area of research?" 3. "Reflect on the presentation process. What aspects went well, and what could be improved in future collaborative projects?" 4. "In what ways do the challenges in preserving and exhibiting art contribute to the appreciation and understanding of cultural heritage?" | | | | | | Poster boards or large paper  Art supplies for creating exhibition layouts | |
| PHASE 3:  **REFLECTION** | Summarize the key findings from the activities and discussion.  Encourage learners to think about how they might use these techniques in their own artwork in the future. | | | | | |  | |

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| **Week Ending:** 09-02-2024 | | **DAY:** | | **Subject:** Creative Arts And Design | | | |
| **Duration:** 60MINS | | | | **Strand:**  Performing Arts (Music) | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:**  Media And Techniques | | | |
| **Content Standard:**  B9.2.2.2. Exhibit competences in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues | | | **Indicator:**  B9.2.2.2.4 Design and produce own musical work that reflects a range of different times and cultures that promote and sensitize the public on emerging topical issues | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can research and select musical works from African musicians that address emerging topical issues | | | | | **Core Competencies:**  PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| **Key words** | Social Commentary, Advocacy, Rehearsal, Multidisciplinary | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum Pg. 51 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson with an engaging starter. Play a short clip of a music video or live performance by an African artist addressing a social issue (e.g., climate change, sanitation, democracy).  Ask learners to observe and share their initial reactions and thoughts.  Discuss as a class the potential impact of music in raising awareness about social issues.  Draw learner’s attention to the new lesson’s content standard and indicator(s). | | | | |  | |
|  | In pairs or small groups, assign each group a specific social issue (e.g., climate change, sanitation).  Have them research and select musical works from African musicians that address their assigned issue.  Discuss the historical and cultural context of the chosen works.  Each group presents their findings to the class, sharing insights on how the music addresses the social issue and the impact it may have on public awareness.  As a class, brainstorm the various elements involved in preparing a performance, such as singing, drumming, dancing, costume, venue, and visual aids.  Discuss the importance of each element in conveying the intended message.  In their small groups, learners create a detailed rehearsal plan for performing their chosen musical works.  They allocate time for each aspect and consider how to make the performance engaging and impactful.  Assessment   1. "How did researching and selecting musical works on social issues contribute to your understanding of the power of music in advocacy?" 2. "Reflect on the rehearsal planning process. What aspects did your group find most challenging, and how did you address them?" 3. "In what ways does the multidisciplinary approach (singing, drumming, dancing, visual elements) enhance the effectiveness of a performance addressing a social issue?" 4. "How might the chosen musical works impact the audience and raise awareness about the social issues discussed?" | | | | | Poster boards or large paper  Art supplies for creating visual aids | |
| PHASE 3:  **REFLECTION** | Summarize the key findings from the activities and discussion.  Encourage learners to think about how they might use these techniques in their own artwork in the future. | | | | |  | |