



LEARNER'S RESOURCE PACK

Creative Arts
& Design **BASIC 7**



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**





Writing Panel

NAME	INSTITUTION
Prof. Cosmas W. K. Mereku	UEW, Winneba
Prof. Nana Afia Opoku-Asare	KNUST
Mr. Obed Kwesi-Ahordjie	Accra, Wesley Girls
Mr. Terry Bright Kweku Ofofu	University of Ghana
Mrs. Veronica Odom	NaCCA
Mr. John Mensah Anang	NaCCA
Mr. Desmond Ali-Alhassan Gasanga	GES, KROMA
Benjamin Kwao Adipah	NaCCA (RTD)



National Council for Curriculum and Assessment (NaCCA)

P. O. Box CT PMB 77 Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh





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THE LEARNER'S RESOURCE PACK:

HOW TO USE IT AND THE RATIONALE BEHIND ITS USE

The Learner Resource Pack provides helpful information that learners need to enable them take active part in lessons in class. It provides lots of information to the learner on what is expected of them in the course of monitoring their own progress on the various strands of the curriculum. It also contains sample assessment tasks and homework. These samples are just to guide the learner to fully participate and monitor their own progress. The sample assessment tasks and homework can in some or most cases change to suit the level of understanding of the class. Learners are to refer to this book only as a guide to their learning. There are other suggested references learners can refer to for further information on the various Sub-strands.

At all times, this pack must be kept neat and intact.

Using the Learner's Resource Pack

The learner has been given important hints on the lesson. He/she is encouraged to read the resource beforehand to prepare for the lesson.

Hints to the learner

- 1 What you will learn (structure of the curriculum for Creative Arts & Design in Basic 7)

The content of the curriculum has been structured into four columns namely: Strands, Sub-strands, Content standards and Indicators and exemplars.

Strands are the broad learning areas or domains of CAD content to be studied.

Sub-strands are the sub-divisions of the broad learning areas or strands.

Content standard refers to the pre-determined level of knowledge, skill and/ or attitude that a learner attains by a set stage of education.

Indicators are clear outcomes or milestones that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.





Exemplars clearly explain the expected outcomes of indicators, and serve as a support and guidance to the facilitator/teacher in the delivery of the curriculum.

2 How you will be taught (i.e. group work, investigation, research).

You will be taught lessons through discussions, group works, practical work, project work and community engagement.

3 How you will be assessed (AfL, AaL and AoL).

Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment as learning and Assessment for learning.

- **Assessment as Learning:** Assessment as Learning relates to engaging you (the learner) to reflect on the expectations of your learning. The information you provide the teacher forms the basis for refining teaching-learning strategies. You will be assisted by the teacher to play your roles and to take responsibility of your own learning so as to improve your performance. You will have to set your own goals and monitor your progress.
- **Assessment for Learning:** It is an approach used to monitor learners' progress and achievements. This will occur throughout the learning process.
- The teacher will employ the Assessment for Learning strategy to seek and interpret evidence, which would serve as timely feedback to refine teaching strategies and improve their performance. You would be actively involved in the learning process and gain confidence in what you are expected to learn.
- **Assessment of Learning:** This is summative assessment. It describes the level you (the learner) have attained in the learning process, what you know and what you can do over a period of time.
- The focus is to evaluate your cumulative progress and achievement. You will therefore be assessed through homework, project work, oral presentation, portfolio development, debates, community engagement, conferencing, shared writing and process writing.

4 Strategies for effective learning

The following are strategies in facilitating teaching and learning:

- Project based learning





- Exploration
- Inquiry based learning
- Procedural learning
- Experiential Learning

Learners are to be guided to:

- Explore their environment, critically observe, examine, investigate, and reflect on happenings around them.
- Design, compose, make, perform and display using available tools, materials, equipment, instruments, props, costumes, ICT devices.
- Examine, assess and make value judgments and recommendations for improvement or correction.

Information on the points on the left column has been provided to prepare learners for the lesson.

Content standard	
What you should know already	<i>Reminder about prior learning</i>
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills</i>
Language and vocabulary you will need to use	<i>Key words from Teacher Resource Pack</i>
Ways to broaden your understanding	<i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i>
Things to remember for future lessons	<i>Brief statements of essential points that must be remembered</i>

In addition, the pack has a second section that may include a Worksheet, Activity Instructions, Teaching Resources, Assessment Task and Homework Task.





Content Standards for B7

The CONTENT STANDARDS below are pre-determined levels of knowledge, skill and/or attitude that the learner attains in the Common Core Programme (CCP) level B7. They have been sequenced progressively. Note that they have also been arranged in their subject specific areas, viz., Design, Visual Arts, Performing Arts (Music and Dance-Drama) for each content standard.

STRANDS	SUB-STRANDS	CONTENT STANDARD
DESIGN	1.1 Design in Nature and the Manmade Environment	B7. 1.1.1 Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment.
		B7. 2.1.1. Visual Arts Demonstrate understanding of Visual Arts media and techniques and their application in still-life drawing, pattern making and modelling.
CREATIVE ARTS	2.1 Media and Techniques	B7. 2.1.2. Music Demonstrate understanding in applying scale, note durational values and simple time beat patterns in music.





STRANDS	SUB-STRANDS	CONTENT STANDARD
CREATIVE ARTS		B7. 2.1.3. Dance and Drama Demonstrate understanding in applying media, voice and movement techniques in dance and drama.
	2.2 Creative and Aesthetic Expression	B7. 2.2.1. Visual Arts Demonstrate the ability to use the concept of design process (idea development) to produce, display and appraise your own creative artworks that reflect in the range of different times and cultures.
		B7. 2.2.2. Music Demonstrate the ability to use the concept of design process (idea development) to create and display your own creative musical artworks that reflect the range of different times.
	B7. 2.2.3. Dance and Drama Demonstrate the ability to use the concept of design process (idea development) to produce and display your own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.	



TERM	DISCIPLINES	FORECAST FOR LESSON									
		1	2	3	4	5	6	7	8	9	10
1 ST TERM	Design	B7 1.1.1.1 Lesson 1									
	Visual Arts	B7 2.1.1.1 Lesson 1	B7 2.1.1.2 Lesson 2	B7 2.1.1.3 Lesson 3	B7 2.2.1.1 Lesson 4	B7 2.2.1.2 Lesson 5					B7 2.2.1.2 Lesson 5
	Performing Arts (Music and Dance/Drama)	B7 2.1.2.5 Lesson 1	B7 2.1.2.5 Lesson 2	B7 2.1.3.8 Lesson 1	B7 2.1.3.8 Lesson 1	B7 2.2.2.4 Lesson 3	B7 2.1.3.9 Lesson 2	B7 2.2.2.5 Lesson 4	B7 2.1.3.9 Lesson 2	B7 2.3.2.3 Lesson 5	B7 2.2.3.7 Lesson 3
2 ND TERM	Design	B7 1.1.1.2 Lesson 4									
	Visual Arts	B7 2.1.1.1 Lesson 6	B7 2.1.1.3 Lesson 7								
	Performing Arts (Music and Dance/Drama)	B7 2.1.2.6 Lesson 6	B7 2.2.3.7 Lesson 3	B7 2.1.2.6 Lesson 7	B7 2.2.3.8 Lesson 4	B7 2.2.2.4 Lesson 8	B7 2.2.3.8 Lesson 4	B7 2.2.2.5 Lesson 9	B7 2.2.3.9 Lesson 5	B7 2.3.2.4 Lesson 10	B7 2.2.3.9 Lesson 5
3 RD TERM	Design	B7 1.1.1.3 Lesson 7									
	Visual Arts	B7 2.1.1.4 Lesson 9	B7 2.2.1.1 Lesson 10								
	Performing Arts (Music and Dance/Drama)	B7 2.1.2.7 Lesson 11	B7 2.3.3.5 Lesson 6	B7 2.1.2.7 Lesson 12	B7 2.3.3.5 Lesson 6	B7 2.2.2.6 Lesson 13	B7 2.3.3.6 Lesson 7	B7 2.2.2.6 Lesson 14	B7 2.3.3.6 Lesson 7	B7 2.3.2.4 Lesson 15	B7 2.3.3.6 Lesson 7



DESIGN LEARNER'S PACK

Design Lesson 1

Content standard	B7. 1.1.1. Design Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design ideas in nature and the manmade environment.
What you should know already	<i>Reminder about prior learning</i> <ol style="list-style-type: none">1. Design reflects beauty in objects and events.2. Design is an activity that converts ideas into blueprints that show the look and function of an object (e.g. building, dress, bag) before it is made.3. Design in nature is seen in the form of patterns created by tree branches; colour scheme of bird feathers and butterfly wings; shape of clouds, flowers, fruits and fruit pods; colour of the sky at sunset, etc.4. Manmade or 'everyday life' designs appear in such forms as shape and colour of vehicles, style of garments, shape of plastic and paper packaging, pictures and text in posters and banners, strips of Kente cloth, fabricated gates of modern houses, etc.
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills</i> <ol style="list-style-type: none">i. Researching to determine and record the meaning, importance and role of design in nature and the manmade environment (everyday life), including the local and global society.ii. Observing to identify and record design ideas in nature and the manmade environment (everyday life) using available manual and digital tools, materials and equipment.iii. Identifying, safely collecting, handling and organising samples of natural design ideas to create 'natural design' learning corner as reference material for detailed study and appreciation of design in nature.





Design Lesson 1	
What will you learn? What skills will you develop?	<ul style="list-style-type: none">iv. Identifying, safely collecting, handling and organising samples of manmade design products to create 'design in everyday life' learning corner as reference material for detailed study and appreciation of design in everyday life.v. Finding out and recording in writing the key characteristics that distinguish natural designs from manmade designs.vi. Collaborating to define personal and community actions that can help protect, preserve and sustain the natural environment.
Language and vocabulary you will need to use	Design, concept, design idea, medium, creativity, pattern, creative expression, nature, natural, manmade, environment, research, deduce, record, determine, find out, learning corner, sample, collection, appreciation, everyday life, protect, preserve, sustain.
Ways to broaden your understanding	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <ul style="list-style-type: none">i. Engage in self-examination to expose misconceptions, biases, and barriers to learning about design in Creative Arts & Design (CAD).ii. Research, brainstorm and reflect on the meaning, importance and role of design in society/everyday life.iii. Research, reflect and brainstorm to deduce how design serves as a medium for expressing creativity in nature and the manmade environment.iv. Research to collate ideas on the functions of design in nature and everyday life using examples in the local community and other places.v. Cut out pictures and other illustrations of natural and manmade designs from old magazines, calendars, picture books, etc. and use them to create and develop a scratch book on design.
Things to remember for future lessons	<p><i>Brief statements of essential points that must be remembered</i></p> <ul style="list-style-type: none">1. Recognise that both the natural and manmade environments are resource 'banks' that can inspire people to generate design ideas for creating products and services.2. Manmade designs are created with different tools, materials and equipment for different purposes.





Design Worksheet 1

i. KWL Strategies Table

KWL		
What do I K now?	What do I W ant to know?	What Have I L earnt?

Rubric: Write what you expect to know and be able to do in order to understand design, the importance of design, and how humans benefit from design in the table above.

ii. Activity Instructions

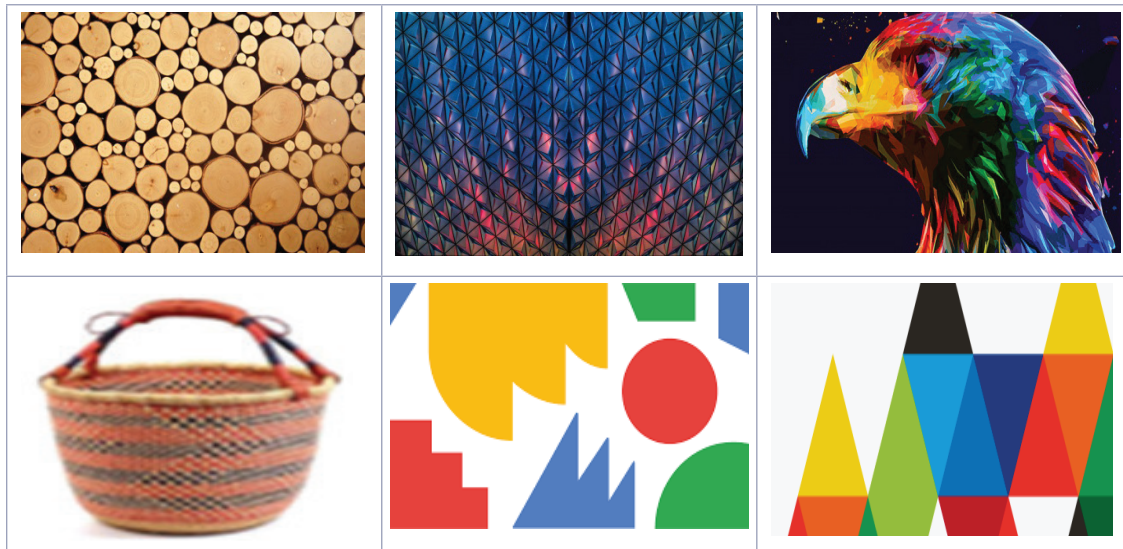
1. Share ideas on how the natural and the manmade environments serve as 'resource bank' for design (Group Activity).
2. Identify and describe different natural and manmade designs found in the local environment. (Group Activity)



Natural designs showing line, dot, colour, shape, space, texture, etc.

Source: Pinterest.com and Google.com





Source: *Pinterest.com and Google.com*

iii. Learning Resources

Drawing pencils; paper; cardboard; charcoal pencil; pastel; crayon; clay; play dough; plasticine; papier mâché (pulp paper); cutter; pair of scissors; measuring tools; paste/adhesives; pencil sharpener; eraser; found objects such as waste paper, plastic bottles, woodcuts; poster colour; old magazines and calendars; videos and images from YouTube, Pinterest.com, etc.

iv. Assessment Task

1. State and explain the need for design in society/everyday life.
2. Describe how designers in different fields use natural design ideas to express and communicate their creative ideas to the world.

v. Homework Task

1. Create personal copies of natural and manmade designs by drawing, shading, colouring and modelling using a variety of tools, materials and equipment.
2. Write an essay to describe how design in nature can be protected and preserved to sustain the learning of design at different levels of education.





Design Lesson 2

Content standard	B7. 1.1.1. Design Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design in nature and the manmade environment.
What you should know already	<i>Reminder about prior learning</i> <ol style="list-style-type: none">1. Manmade designs are inspired by the natural environment.2. There are similarities and differences in natural and manmade designs.3. Elements of design seen in natural and manmade objects include dots, lines, shape, form, etc.4. Designers use elements and principles of design to create their own designs.
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills</i> <ol style="list-style-type: none">i. Identifying natural and manmade elements of design and stating their nature (e.g. shape, colour, form) and uses.ii. Grouping and recording (e.g. by drawing, modelling) identified elements of design according to their nature, sources and uses in society/everyday life.iii. Identifying and describing relevant tools, materials and techniques for creating replica elements of design.iv. Core Competencies: cooperation, collaboration, perseverance, teamwork, responsibility, critical thinking, digital literacy.
Language and vocabulary you will need to use	Elements, design, dot, line, shape, texture, colour, value, form, space, perspective, pencils, paper, charcoal, colour pencil, pastel, crayon, scissors, brushes, etc.
Ways to broaden your understanding	<i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i> Learners <ol style="list-style-type: none">i. Identify and apply relevant tools, materials and techniques to create specific elements of design. E.g. line, dot, shape, texture.ii. Name and draw the tools, materials and equipment for creating elements of design.





Things to remember for future lessons	<p><i>Brief statements of essential points that must be remembered</i></p> <ol style="list-style-type: none"> 1. Recognise elements of design in nature and the manmade environment. 2. Name, draw, colour and label tools, materials and equipment used to create specific elements of design.
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Design Worksheet 2




i. KWL Strategies Table

KWL		
What do I K now?	What do I W ant to know?	What Have I L earnt?

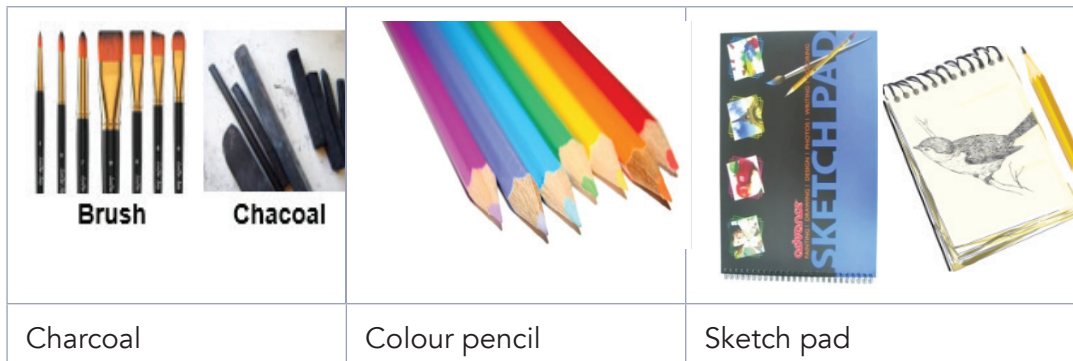
Rubric: Write what you expect to know about how natural and manmade tools and materials are used to create designs in the table above.

ii. Activity Instructions

1. Identify and group tools and materials from different sources and describe how they are used to create elements of design. (Group Activity)

		
Pen and Pencil	Ruler	Crayola

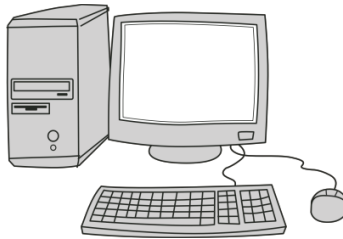




Manual tools, materials and equipment for creating design

Source: Pinterest.com and Google.com

2.



Digital tools for designing

Source: Google.com

- 3.** Describe the manual and digital tools, materials and equipment needed to create designs and state their benefits to designers in different fields (Individual activity).

iii. Learning Resources

Pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayons, colour/hue, straight edge, leaves, laptops, tablets, computers, videos, etc.

iv. Assessment Task

- 1.** Group and describe the tools, materials and equipment used for creating elements of design and state their uses and benefits.

v. Homework Task

- 1.** Draw, colour and label more tools, materials and equipment for creating elements of design.





Design Lesson 3	
Content standard	B7. 1.1.1. Design Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design in nature and the manmade environment.
What you should know already	<i>Reminder about prior learning</i> <ol style="list-style-type: none">1. Elements of design help designers to create new designs.2. Principles of design are found in natural and manmade objects. These include unity, harmony, variety, rhythm, balance and repetition.3. Principles of design help in organising the elements of design to create new designs.
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills</i> <ol style="list-style-type: none">i. Discussing principles of design as guidelines for organising the elements to create design products. E.g., unity, harmony, variety, balance rhythm.ii. Describing the nature of principles of design that help in organising the elements of design as 'building blocks'.iii. Describing the tools and materials needed to create principles of design by drawing and stating their relevance and uses.iv. Core Competencies: cooperation, collaboration, teamwork, responsibility, creativity and innovation, critical thinking, digital literacy.
Language and vocabulary you will need to use	Design, principles, emphasis, balance, alignment, contrast, pencils, paper, charcoal, colour, inks, etc.





<p>Ways to broaden your understanding</p>	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <ol style="list-style-type: none"> i. Identify and reflect on nature of principles of design and techniques for creating a selection of them. ii. Organise some principles of design by drawing, shading and colouring. iii. Describe the various principles of design and state their uses.
<p>Things to remember for future lessons</p>	<p><i>Brief statements of essential points that must be remembered</i></p> <ol style="list-style-type: none"> 1. Techniques for using the principles to organise elements of design to create design products/objects. 2. Different tools, materials and equipment for creating various principles of design.

Design Worksheet 3

i. KWL Strategies Table

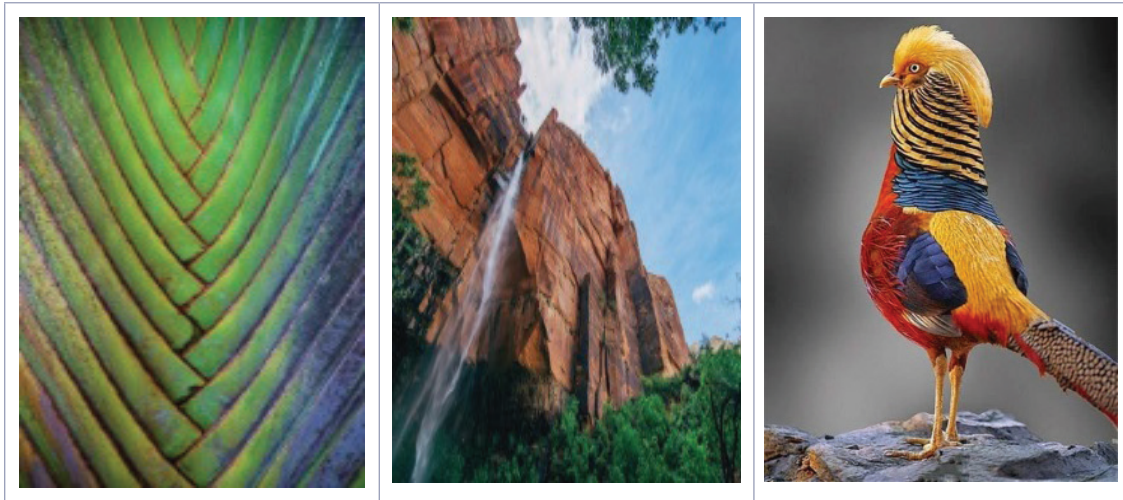
KWL		
What do I K now?	What do I W ant to know?	What Have I L earnt?

Rubric: Write what you expect to know about using the principles of design to organise the elements into design in the table above.

ii. Activity Instructions

- 1.** Identify and reflect on the nature of principles of design and how they are used in organising the elements of design. (Individual or Group Activity)





Principles of design seen in nature



Examples of manmade principles of design

Source: Google.com





2. Research, experiment and describe the tools and materials used to create principles of design by drawing, colouring and shading.



Digital tools

iii. Learning Resources

Pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour/hue, straight edge, leaves, videos, etc.

iv. Assessment Task

1. Group and record the principles of design according to their nature.
2. Describe the tools and materials used for creating principles of design.

v. Homework Task

1. Make a composition with the elements and principles of design by drawing, colouring and shading using a variety of media.
2. Follow this YouTube link on the Internet to learn more about the elements and principles of design: <https://youtu.be/RV55srVwWMM>.





Design Lesson 4

Content standard	B7. 1.1.1. Design Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design ideas in nature and the manmade environment.
What you should know already	Reminder about prior learning <ol style="list-style-type: none">1. <i>Design reflects beauty in objects and events.</i>2. Design is an activity that converts ideas into blueprints that show the look and function of an object (e.g. building, dress, bag) before it is made.3. Design in nature is seen in the form of patterns created by tree branches; colour scheme of bird feathers and butterfly wings; shape of clouds, flowers, fruits and fruit pods; colour of the sky at sunset; etc.4. Manmade or 'everyday life' designs appear in such forms as shape and colour of vehicles, style of garments, shape of plastic and paper packaging; pictures and text in posters and banners; strips of Kente cloth, fabricated gates of modern houses, etc.
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills</i> <ol style="list-style-type: none">i. Researching as individuals and in groups to determine what constitutes the principles of design from library sources (e.g. print and online dictionary, encyclopaedia and the Internet)ii. Brainstorming to define a shared meaning of principles of design and their uses and functions.iii. Observing the surroundings to identify and record examples of principles of design using available manual and digital tools, materials and equipment (e.g. pencil/ pen, paper, camera).iv. Reflecting on images and describing ways in which any recorded or displayed manmade principles of design resemble natural principles of design.v. Assembling, sharing, appreciating and describing the recorded 'sights and sounds' of design in the natural and manmade environments.





Language and vocabulary you will need to use	Design, concept, design idea, medium, creativity, expression, nature, natural, manmade, environment, elements, principles, research, deduce, record, determine, manual, digital, tools, materials, equipment, learning corner, sample, collect, appreciation, pattern, everyday life, protection, preservation, sustainability.
Ways to broaden your understanding	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <ol style="list-style-type: none">i. Engage in self-examination to expose misconceptions, biases, and barriers to learning about design in Creative Arts & Design (CAD).ii. Research, brainstorm and reflect on the nature, importance and role of design in nature and as a medium for expressing creative ideas in everyday life or the manmade environment for the benefit of the local community and society.iii. Identify, describe and record how various principles of design are used to organise the elements of design as 'building blocks' for creating patterns or design.iv. Practise different techniques of creating designs based on ideas derived from the natural and manmade environments, using the elements and principles of design and appropriate manual and digital tools, materials and equipment.
Things to remember for future lessons	<p><i>Brief statements of essential points that must be remembered.</i></p> <ol style="list-style-type: none">1. The names and description of the elements and principles of design.2. The names, nature and uses of the tools, materials and equipment you need to create good designs.3. How the nature and handling of tools, materials and equipment used in designing can affect the quality of designs.4. Recognise that the natural and the manmade environments are sources of design ideas and inspiration for design.





Design Worksheet 4

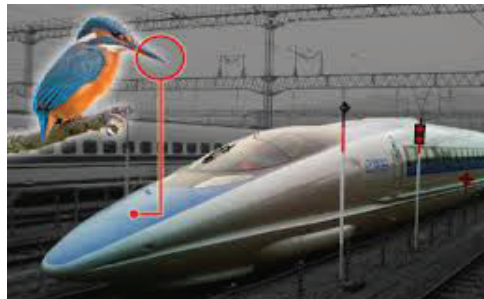
i. KWL Strategies Table

KWL		
What do I K now?	What do I W ant to know?	What Have I L earnt?

Rubric: Write what you expect to know and be able to do in identifying and using available manual and digital tools, materials and equipment to create individual and group designs based on design ideas derived from the natural and manmade environments in the table above.

ii. Activity Instructions

1. Identify, describe and practise how to organise selected *elements and principles of design* to create individual and group designs based on ideas derived from the natural and manmade environments. (Group Activity)






Beak of kingfisher bird inspired Shinkansen Bullet Train – Japan



Anthill inspired Eastgate Building in Harare, Zimbabwe





		
Design inspired by the palm	Design inspired by a mushroom	Colourful bird

iii. Learning Resources

Drawing pencils, charcoal pencil, pastel, crayon, pen, paper/sketch pad/ cardboard, computer, mobile phone/camera, print/online dictionary, print/online encyclopaedia, the Internet (YouTube, Pinterest.com, etc.), plants, animals, clothing, buildings, roofing, billboards/posters, clay, play dough, plasticine, papier mâché (pulp paper), cutter, pair of scissors, measuring tools, paste/adhesives, pencil sharpener, eraser, found objects (waste paper, plastic bottles, woodcuts, poster colour, old magazines and calendars), videos and images from the Internet.

iv. Assessment Task

1. State and explain the need for design in society and how designers in different fields use the elements and principles of design to express and communicate their creative ideas to the world.

v. Homework Task

1. Create personal designs from two or three elements (e.g. line, dot, shape) and some principles of design (e.g. rhythm, balance, perspective) using a variety of tools, materials and equipment.
2. Write an essay to describe how design in the natural environment can be protected and preserved to sustain the learning of design at different levels of education.
3. Observe your surroundings and identify and document other objects or items that have patterns and illustrate them.





Design Lesson 5	
Content standard	<p>B7. 1.1.1. Design Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design in nature and the manmade environment.</p>
What you should know already	<p><i>Reminder about prior learning</i></p> <ol style="list-style-type: none"> 1. Elements of design in nature include eye, pebbles as dots; tails of animals as lines; colour on plants and animal skins; patterns on plant surfaces and skin of animals as texture, etc. 2. Different tools and materials from natural and manmade objects are used to create elements of designs. E.g. charcoal. 3. Elements of design in natural and manmade objects include dots, lines, shape, form, etc.
What will you learn? What skills will you develop?	<p><i>Key learning/core competencies, subject-specific skills</i></p> <ol style="list-style-type: none"> i. Classification of elements of design according to their source from nature. ii. Application of relevant tools and materials in creating samples of natural elements of design. iii. Core Competencies: cooperation, collaboration, teamwork, responsibility, critical thinking, digital literacy.
Language and vocabulary you will need to use	<p>Elements, design, dot, line, shape, texture, colour, value, form, space, perspective, pencils, paper, charcoal, colour, etc.</p>
Ways to broaden your understanding	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <ol style="list-style-type: none"> i. Identify different tools, materials and techniques for creating various creating elements of design. ii. Create sample elements of design from both ideas in nature and the manmade environment in a sustainable manner.
Things to remember for future lessons	<p><i>Brief statements of essential points that must be remembered</i></p> <ol style="list-style-type: none"> 1. Know what constitute the elements of design in nature and the manmade environment. 2. Apply relevant tools, materials and techniques to create samples of natural and manmade elements of design.





Design Worksheet 5

i. KWL Strategies Table

KWL		
What do I Know?	What do I Want to know?	What Have I Learnt?

Rubric: Write what you expect to know about elements of design found in the natural and manmade environments in the table above.

ii. Activity Instructions

1. Classify elements of design according to their sources in nature (Group Activity).
2. Apply relevant tools, materials and equipment to create elements of design from nature (Individual activity).

Elements of Art
Introduction

All artists use one, some, or all of the elements of art when they begin to make an artwork, whether it's a drawing, painting, sculpture, photograph, or claywork. The elements of art are line, shape, form, color, value, texture, and space. If you want to make art, you need to understand these seven elements of art.

Line
Different tools make different kinds of lines.

Shape
Shapes come in many types and sizes.

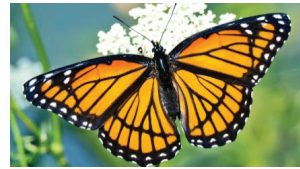
Colour
Colours can be bright, dull, dark, or light.

Value
Value means the dark and light in painting or drawing.

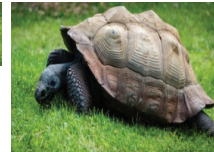
Form
Form is three-dimensional, and takes up space.

Texture
Texture is how the surface of something feels or looks.

Space
Space exists around us. We use illusions to make space in art.



Butterfly: Line, colour, shape, dot



Tree bark/Tortoise: Texture, form



Line Texture and dot



Form

Elements of design in nature and the manmade environment
Source: Google.com





iii. Learning Resources

Pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour/hue, straight edge, leaves, videos, etc.

iv. Assessment Task

1. Classify elements of design according to their source from the natural and manmade environments.

v. Homework Task

1. Search for more elements of design in nature and record them by drawing, modelling, photographing, etc.
2. Visit these Internet sites to learn more from videos:
<https://youtu.be/n4ClxG9cJ9I>
<https://youtu.be/RkHsBvjcYRk>

Design Lesson 6	
Content standard	B7. 1.1.1. Design Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design in nature and the manmade environment.
What you should know already	<i>Reminder about prior learning</i> <ol style="list-style-type: none"> 1. Principles of design are guidelines used to organise the elements of design to create design product/object. 2. Tools and materials and their uses in creating principles of design.





What will you learn? What skills will you develop?	<p><i>Key learning/core competencies, subject-specific skills</i></p> <ol style="list-style-type: none">i. Principles of design as the guidelines a designer must follow to create an effective composition that clearly delivers a message to the audience.ii. Techniques used for creating principles of design such as unity, harmony, variety, rhythm, etc.iii. Skills acquired on 'building blocks' to create designs that express personal and group design ideas.iv. Stating the relevance and uses of the tools and materials needed to create principles of design.v. Core Competencies: cooperation, collaboration, teamwork, responsibility, creativity and innovation, critical thinking, digital literacy.
Language and vocabulary you will need to use	Design, principles, emphasis, balance and alignment, contrast, repetition, proportion, movement, pencils, paper, charcoal, colour/inks, etc.
Ways to broaden your understanding	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <ol style="list-style-type: none">i. Identify the techniques for creating selected principles of design.ii. Understanding how to organise and apply the principles of design to organise identified elements of design to create composition.iii. Organise some principles of design by drawing, colouring and shading.iv. Describe the various principles of design and state their uses.
Things to remember for future lessons	<p>Brief statements of essential points that must be remembered</p> <ol style="list-style-type: none">1. Techniques for using the principles to organise the elements of design to create relevant design products.





Design Worksheet 6

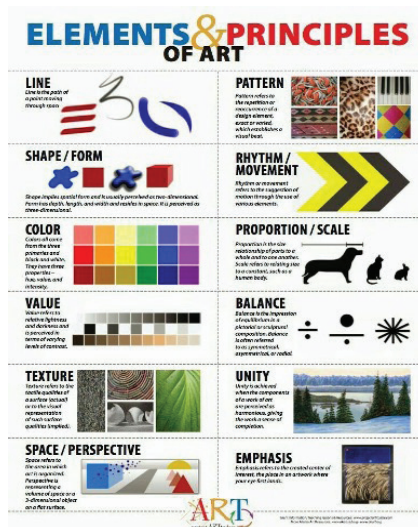
i. KWL Strategies Table

KWL		
What do I Know?	What do I Want to know?	What Have I Learnt?

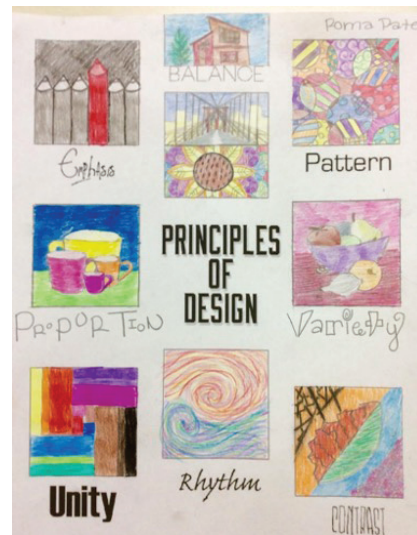
Rubric: Write what you expect to know about techniques used in creating principles of design in the table above.

ii. Activity Instructions

- Identify and reflect on techniques for creating design with the principles and elements of design by drawing, colouring, shading and modelling using a variety of media and techniques.
(Individual or Group Activity)



Printed elements and principles of design

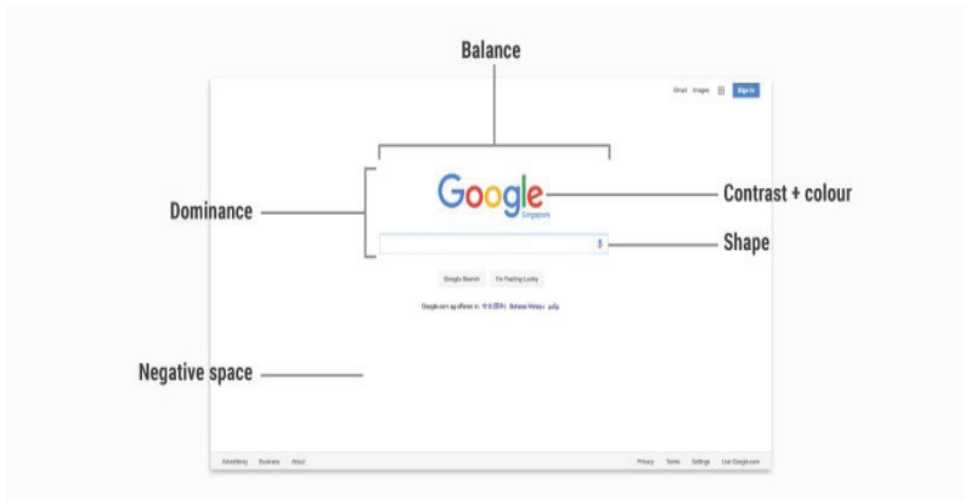


Drawing of principles of design

Source: Google.com

- Discuss skills acquired on 'building blocks' and how to create designs that express personal and group design ideas.





Source: Google.com

iii. Learning Resources

Pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour/hue, straight edge, leaves, videos, etc.

iv. Assessment Task

1. Create different designs using various principles of design to create a visual composition.

v. Homework Task

1. Apply skill acquired on 'building blocks' to create designs that express personal and group design ideas.
2. Learn more on the 'building blocks' of visual design from these video links on the Internet: <https://youtu.be/RV55srVwWMM>
<https://youtu.be/0l8N8p4Y3cA>





Design Lesson 7	
Content standard	B7. 1.1.1. Design Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment.
What you should know already	<i>Reminder about prior learning</i> <ol style="list-style-type: none">1. Designers use natural ideas to create their designs.2. The natural environment can be protected and preserved for other designers to learn and take inspiration from.3. Elements of design can be seen in natural and manmade objects.4. The meaning and functions of the elements of design.
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills</i> <ol style="list-style-type: none">i. Identifying and carefully studying different natural and manmade designs in detail.ii. Describing and recording (by drawing, modelling, etc.) the sources of ideas that influenced the design of those items.iii. Brainstorming on selected design products/items to identify and describe the sources of ideas that influenced the design of those items.iv. Comparing the recorded natural and manmade design objects to describe the similarities among them.v. Reporting on how different design ideas influence individuals to experiment with available manual and digital media to create their own designs based on natural or manmade resources.vi. Core Competencies: cooperation, perseverance, teamwork, responsibility, critical thinking, digital literacy, respect for others.
Language and vocabulary you will need to use	Design, compare, contrast, medium, creative expression, nature, manmade, environment, etc.





<p>Ways to broaden your understanding</p>	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <ol style="list-style-type: none"> i. Reflect and share ideas on specific natural and manmade design concepts that inspire people to create designs. ii. Discuss preferred design objects to use. iii. Select appropriate manual and digital tools, materials and equipment to create designs for display and reporting. iv. Share ideas and collaborate to create designs using drawing, colouring, modelling and other manual and digital media and techniques. v. Develop their own design ideas from scratch. vi. Display designs, illustrations, reports, models of designs for feedback.
<p>Things to remember for future lessons</p>	<p><i>Brief statements of essential points that must be remembered</i></p> <ol style="list-style-type: none"> 1. Compare and contrast the natural and manmade objects to describe the similarities among them. 2. Techniques for creating designs using different tools and materials.

Design Worksheet 7

i. KWL Strategies Table

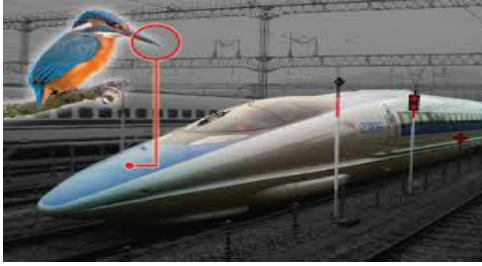
KWL		
What do I K now?	What do I W ant to know?	What Have I L earnt?

Rubric: Write what you expect to know about the similarities and differences in design ideas/concepts derived from natural and manmade environments in the table above.

ii. Activity Instructions

1. Identify and carefully study different natural and manmade design ideas in detail (Group Activity).





Beak of kingfisher bird inspired the Shinkansen Bullet Train – Japan

Anthill inspired Eastgate Building in Harare, Zimbabwe

2. Compare and contrast the natural and manmade objects to describe the similarities and differences between them (Group Activity).



Design inspired by the palm



Design inspired by a mushroom



Design inspired by shapes and colour

Source: Pinterest.com

iii. Learning Resources

Picture books, magazines, YouTube videos, Pinterest images, calendars, etc.

iv. Assessment Task

Find out what inspire designers to create products based on design ideas found in nature to benefit society.

v. Homework Task

Think of several design ideas and practise creating objects/items from them using different tools, materials and techniques.





Design Lesson 8	
Content standard	B7. 1.1.1. Design Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design in nature and the manmade environment.
What you should know already	<i>Reminder about prior learning</i> 1. Natural objects that represent elements of design in nature. These include eye, pebbles as dot; tails of animals, leaf veins and impressions on plants, animal skins as line; surfaces of animal skins and bark of trees as texture, etc. 2. Elements of design are found in natural and manmade objects. These include dots, lines, shape, form, texture, colour, etc.
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills</i> i. Techniques for creating selected elements of design according to their source from nature. E.g. using lines to create form, texture, shape, perspective by drawing and colouring, etc. ii. Skills in creating elements of design using techniques of drawing, shading, colouring, etc. iii. Core Competencies: cooperation, collaboration, teamwork, responsibility, creativity and innovation, critical thinking, digital literacy.
Language and vocabulary you will need to use	Elements, design, create, dot, line, shape, texture, colour, value, form, space, perspective, pencils, paper, charcoal, colour, etc.
Ways to broaden your understanding	<i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i> Learners i. Identify and reflect on techniques for creating selected elements of design. ii. Practise the techniques by drawing to create two or three elements of design.
Things to remember for future lessons	<i>Brief statements of essential points that must be remembered</i> 1. Techniques for creating selected elements of design. 2. Drawing to create designs using different media. E.g. pencil, pen, pastel, charcoal pencil.





Design Worksheet 8

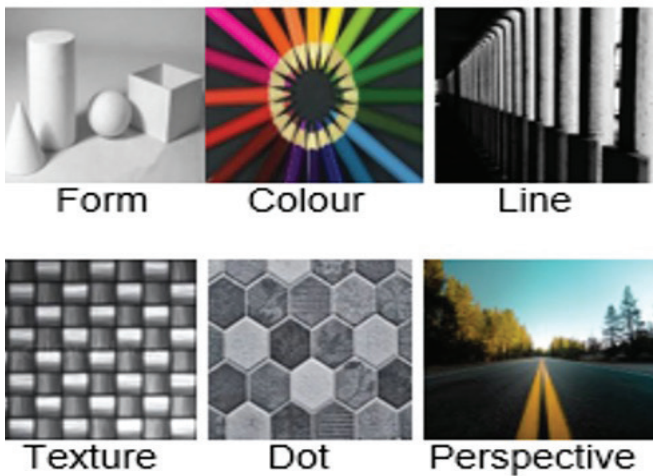
i. KWL Strategies Table

KWL		
What do I K now?	What do I W ant to know?	What Have I L earnt?

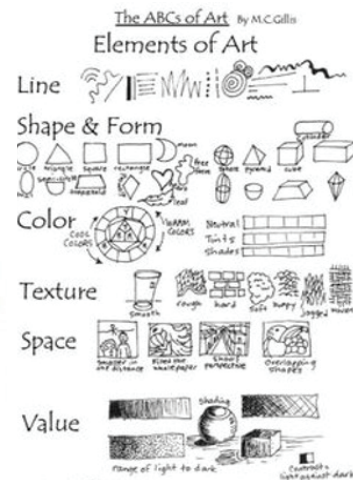
Rubric: Write what you expect to know about techniques for creating elements of design in the table above.

ii. Activity Instructions

1. Identify and reflect on techniques for creating elements of design by drawing, colouring shading and modelling using a variety of media. (Group Activity)



Source: Google.com



Drawing of elements

2. Identify and apply the skills and techniques in creating elements of design by practising more drawing, colouring, shading and modelling. (Individual Activity)





iii. Learning Resources

Pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour/hue, straight edge, leaves, videos, etc.

iv. Assessment Task

1. Draw three elements of design using different drawing, shading and colouring techniques.

v. Homework Task

1. Using the techniques identified, create other elements of design by drawing, shading and colouring using different media.
2. Follow these links to visit Internet video sites on the Internet to learn more on the topic: <https://youtu.be/XMP5rPe-0n8>
<https://youtu.be/RV55srVwWMM>

Design Lesson 9	
Content standard	B7. 1.1.1. Design Demonstrate understanding of <i>design as a concept</i> in relation to the <i>elements and principles of design</i> and as a medium for creative expression of design in nature and the manmade environment.
What you should know already	<i>Reminder about prior learning</i> 1. The elements and principles of design give us practical tools for creating artworks and discussing artworks created by others.
What will you learn? What skills will you develop?	Key learning/core competencies, subject-specific skills i. Acquire skills in creating composition with elements and principles of design. ii. Learn more techniques for using the principles of design by drawing, shading and colouring using ideas derived from both the natural and manmade environments. iii. Create your own designs using appropriate tools and materials. iv. Core Competencies: cooperation, collaboration, teamwork, responsibility, creativity and innovation, critical thinking, digital literacy.





Language and vocabulary you will need to use	Design, principles, emphasis, balance and alignment, contrast, repetition, proportion, movement, unity, rhythm, pencils, paper, charcoal, colour/inks, etc.
Ways to broaden your understanding	<i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i> Learners <ol style="list-style-type: none"> i. Identify techniques in organising selected elements according to the principles of design using a variety of media. ii. Practise the techniques used in creating elements and principles of design in a composition.
Things to remember for future lessons	<i>Brief statements of essential points that must be remembered</i> <ol style="list-style-type: none"> 1. Skills and techniques in creating composition with elements and principles of design. 2. Creating products/objects from natural and manmade designs.

Design Worksheet 9

i. KWL Strategies Table

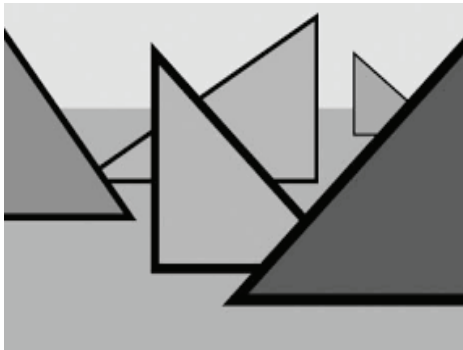
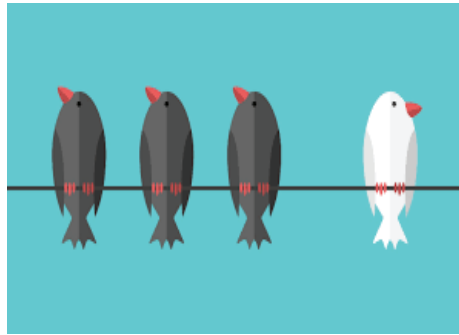
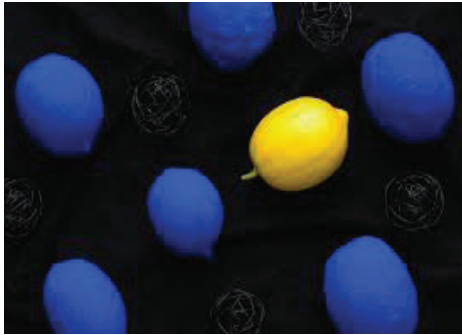
KWL		
What do I K now?	What do I W ant to know?	What Have I L earnt?

Rubric: Write what you expect to know about skills and techniques in creating the elements and principles of design, to reflect the environment in the table above.

ii. Activity Instructions

- 1.** Reflect on and document the techniques used in organising the elements derived from natural and manmade environments. (Individual or Group Activity)





Manmade elements and principles of design

2. Identify the skills and techniques used in creating the designs shown on this page and apply them to create your own design by drawing, shading and colouring using a variety of media.

iii. Learning Resources

Pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour/hue, straight edge, leaves, videos, Internet (e.g. YouTube, Google.com, Pinterest.com).

iv. Assessment Task

1. Create elements and principles of design to reflect the environment.

v. Homework Task

1. Make a composition with different elements and principles of design by drawing, shading and colouring.





VISUAL ARTS LEARNER'S PACK

Visual Arts Lesson 1	
Content standard	<p>B7. 2.1.1. Visual Arts Demonstrate understanding of Visual Arts media and techniques and their application in still-life drawing, pattern making and modelling.</p>
What you should know already	<p>Reminder about prior learning</p> <ul style="list-style-type: none"> i. Learners have seen visual arts tools, materials and equipment in the community.
What will you learn? What skills will you develop?	<p>Key learning/core competencies, subject-specific skills</p> <ul style="list-style-type: none"> i. Identify tools, materials and equipment for creating still-life drawing, pattern making and modelling from a variety of sources. Examples: from videos, illustrations, pictures, realia ii. Describing and recording the tools, materials and equipment for still-life drawing, pattern making and modelling according to their nature by preserving and maintaining them. iii. Share ideas to identify and group tools and materials from a variety of sources under still-life, pattern making and modelling.
Language and vocabulary you will need to use	<p>Modelling, realia, equipment, still-life, pattern making</p>
Ways to broaden your understanding	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <ul style="list-style-type: none"> i. Engage in the exploration of self-misconceptions, biases, barriers in learning CAD – Visual Arts. ii. Brainstorm and reflect on the nature of the tools, materials and equipment for making still-life, patterns and modelling. iii. Identify and group tools, materials and equipment in still-life, pattern making and modelling. iv. Describe the tools, materials and equipment and draw them. v. State the uses of the tools, materials and equipment.





Things to remember for future lessons	<p><i>Brief statements of essential points that must be remembered</i></p> <ul style="list-style-type: none"> • Name and describe the tools, materials and equipment in still-life drawing and shading, pattern making and modelling. • Determine the nature and uses of tools, materials and equipment in still-life drawing and shading, pattern making and modelling.
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Visual Arts Worksheet 1

Activity Instructions

1. Identify and group tools, materials and equipment from a variety of sources under still-life, pattern making and modelling (Group Activity).
2. Describe the tools, materials and equipment and state their uses (Individual Activity).

3. KWL Strategies Table

KWL		
What do I know?	What do I W ant to know?	What Have I L earnt?

Write what you expect to know and be able to do in identifying and using tools, materials and equipment in still-life drawing and shading, pattern making and modelling in the table above.

Teaching Resources

Pencils, paper, charcoal pencils, pastels clay, play dough, plasticine, papier mâché (pulp paper), cutter, pair of scissors, measuring tools, paste/adhesives.

Assessment Task

Describe and state the uses of tools and materials for still-life drawing and modelling.





Homework Task

Draw and label the tools and materials used in modelling and still-life drawing.

Visual Arts Lesson 2	
Content standard	B7. 2.1.1. Visual Arts Demonstrate understanding of Visual Arts media and techniques and their application in still-life drawing, pattern making and modelling.
What you should know already	Reminder about prior learning i. Learners are able to describe some tools, materials and equipment used in still-life drawing, pattern making and modelling.
What will you learn? What skills will you develop?	Key learning/core competencies, subject-specific skills i. Experiment with tools, materials and equipment and be able to test and classify them according to their uses in still-life drawing, pattern making and modelling. ii. Talk about how to apply the tools, materials and equipment in a safe manner when creating still-life drawings, patterns and models. iii. Apply knowledge and skills required for cleaning-up, maintaining and storing of tools, materials and equipment in a sustainable manner.
Language and vocabulary you will need to use	Modelling, realia, equipment, still-life drawing, pattern making
Ways to broaden your understanding	<i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc</i> Learners i. Identify tools, materials and equipment for creating still-life drawing, pattern making and modelling from a variety of sources. ii. Experiment by testing and classifying the tools, materials and equipment for still-life drawing, pattern making and modelling according to their nature and sources. iii. Apply knowledge and skills required for cleaning up, storing and maintaining the tools and materials for creating still-life drawing, pattern making and modelling.





Things to remember for future lessons	<i>Brief statements of essential points that must be remembered</i> <ul style="list-style-type: none">• Test and classify the tools, materials and equipment according to their uses in still-life drawing, pattern making and modelling.• Employing safe practices in creating still-life drawings, patterns and models for appreciation.
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Visual Arts Worksheet 2

Activity Instructions

1. Experiment by testing and classifying the tools and materials used in still-life drawing, pattern making and modelling (Individual Activity).
2. Identify the steps involved in cleaning-up, maintaining and storing of tools, materials and equipment in a sustainable manner (Group Activity).
3. Write four (4) steps on how to care for tools and materials used for modelling.

1. _____
2. _____
3. _____
4. _____

Teaching/Learning Resources

Pencils, paper, charcoal pencils, pastels clay, play dough, plasticine, papier mâché (pulp paper), cutter, pair of scissors, measuring tools, paste/adhesives.

Assessment Task

4. Mention the steps involved in cleaning-up, maintaining and storing of tools, materials and equipment.





Homework Task

5. Test and classify three (3) tools and materials in modelling according to their nature and uses.

Visual Arts Lesson 3	
Content standard	<p>B7. 2.1.1. Visual Arts Demonstrate understanding of Visual Arts media and techniques and their application in still-life drawing, pattern making and modelling.</p>
What you should know already	<p>Reminder about prior learning</p> <ul style="list-style-type: none"> i. Learners can apply knowledge and skills in cleaning-up, maintaining and storing of tools, materials and equipment in a sustainable manner.
What will you learn? What skills will you develop?	<p>Key learning/core competencies, subject-specific skills</p> <ul style="list-style-type: none"> i. Discuss and reflect on the techniques in still-life drawing and shading. <i>Examples: hatching, cross-hatching, smoothing and stippling.</i> ii. Identify the skills in creating still-life drawing and some techniques in shading. iii. Practise the techniques by drawing and shading still-life objects.
Language and vocabulary you will need to use	Hatching, cross-hatching, smoothing and stippling, shading
Ways to broaden your understanding	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc</i></p> <p>Learners</p> <ul style="list-style-type: none"> i. Identify and describe the techniques in still-life drawing and shading. ii. Apply techniques in still-life drawing and shading using a pencil. iii. Practise the techniques in still-life drawing and shading using different media.





<p>Things to remember for future lessons</p>	<p><i>Brief statements of essential points that must be remembered</i></p> <ul style="list-style-type: none"> • Name the techniques in still-life drawing and shading. • <i>Examples: hatching, cross-hatching, smoothing and stippling.</i> • Identify and apply the skills in creating still-life drawing and some techniques in shading. • Practise the shading techniques on the drawings created.
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Visual Arts Worksheet 3

Activity Instructions

1. Identify and group tools and materials from a variety of sources under still-life, pattern making and modelling (Group Activity).
2. Describe the tools and materials and state their uses (Individual Activity).

- i. Draw and shade using the following techniques

Hatching	Cross-hatching	Stippling

Teaching/Learning Resources

Pencils, paper, charcoal pencils, pastels, etc.

Assessment Task

3. Describe the tools and materials used in still-life drawing and state their uses.





Homework Task

4. Draw and shade an object using a technique of your choice.

Visual Arts Lesson 4	
Content standard	<p>B7. 2.2.1. Visual Arts</p> <p>Demonstrate the ability to use the concept of the design process (idea development) to produce, display and appraise your own creative artworks that reflect in the range of different times and cultures.</p>
What you should know already	<p>Reminder about prior learning</p> <p>i. Learners can observe local artworks in the community</p>
What will you learn? What skills will you develop?	<p>Key learning/core competencies, subject-specific skills</p> <p>i. Gather and record relevant information to develop ideas to design your own visual artwork.</p> <p>ii. Reflect on the history and culture of the local community.</p> <p>iii. Apply recorded ideas and design thinking processes to create 2D artworks.</p> <p>iv. Use the design thinking process to create 3D artworks to solve societal and cultural problems.</p>
Language and vocabulary you will need to use	Modelling, realia, equipment, still-life, pattern making
Ways to broaden your understanding	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <p>i. Create a concept map to gather and record relevant information to develop ideas to design own visual artwork.</p> <p>ii. Reflect on the history and culture of the local community to develop ideas to design the visual artwork.</p> <p>iii. Use the recorded ideas and design thinking processes to create 2D artworks to solve problems in the community.</p> <p>iv. Use the developed ideas and design thinking process to create 3D artworks to solve societal and cultural problems.</p>





Things to remember for future lessons	<i>Brief statements of essential points that must be remembered</i> <ul style="list-style-type: none">• Narrate how ideas can be developed from the history and culture of the community to create artworks.• record ideas and design thinking process used to create 2D artworks to address a social and cultural problem in the community.• identify the design thinking process to create 3D artworks to solve social problems in the community.
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Visual Arts Worksheet 4

Activity Instructions

1. Develop concept maps to generate ideas to design visual artworks (Group Activity).
2. Record ideas and design thinking process to create 2D artworks to address a social and cultural problem in the community.
3. Outline the design thinking process and state how it can be used to create a 2D artwork to solve a problem in the community.

Teaching/Learning Resources

2-Dimensional, appraise, appreciate, design thinking process

Assessment Task

4. Use the design thinking process to design 2D artworks to solve social problems in the community.

Homework Task

5. Learners should visit artists in the community to gather and record relevant information to help develop an artwork to solve social problems in the community.





Visual Arts Lesson 5	
Content standard	B7. 2.3.1. Visual Arts Demonstrate the ability to correlate and generate ideas from visual artworks in the community that reflect a range of different times, cultures and topical issues.
What you should know already	Reminder about prior learning i. Learners have seen tools, materials and equipment in the community.
What will you learn? What skills will you develop?	Key learning/core competencies, subject-specific skills i. Identify tools, materials and equipment used in creating still-life drawing, pattern making and modelling from a variety of sources. Examples: from videos, illustrations, pictures, realia ii. Describe and record the tools, materials and equipment for still-life drawing, pattern making and modelling according to their nature. iii. Share ideas to identify and group tools and materials from a variety of sources under still-life, pattern making and modelling.
Language and vocabulary you will need to use	Chieftaincy, landmarks, artists and artworks, events, festivals, tourist sites (natural and man-made).
Ways to broaden your understanding	<i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i> Learners i. Record your own views on the history, culture, environment and topical issues in the community. ii. Discuss your views on the history, culture, environment and topical issues in the community.
Things to remember for future lessons	<i>Brief statements of essential points that must be remembered</i> <ul style="list-style-type: none"> • Narrate the history and culture of the community. • Identify the effects of history and culture of the people on the environment. • Discuss how people's views of culture influence on topical issues in the community.





Visual Arts Worksheet 5

Activity Instructions

1. Identify and group tools and materials from a variety of sources under still-life, pattern making and modelling (Group Activity).
2. Describe the tools and materials and state their uses (Individual Activity).
3. **KWL Strategies Table**

KWL		
What do I k now?	What do I W ant to know?	What Have I L earnt?

In the table above, write what you expect to achieve after generating ideas from visual artworks in the community that reflect a range of different times and cultures.

Teaching/Learning Resources

Pencils, paper, charcoal pencils, pastels, clay, play dough, plasticine, papier mâché (pulp paper), cutter, pair of scissors, measuring tools, paste/adhesives.

Assessment Task

4. Describe the tools and materials used in still-life drawing and state their uses.

Homework Task

5. Draw and label tools and materials used in modelling.





Visual Arts Lesson 6	
Content standard	<p>B7. 2.1.1. Visual Arts Demonstrate understanding of Visual Arts media and techniques and their application in still-life drawing, pattern making and modelling.</p>
What you should know already	<p>Reminder about prior learning</p> <ol style="list-style-type: none"> i. Learners can apply knowledge and skills in cleaning-up, maintaining and storing of tools, materials and equipment in a sustainable manner.
What will you learn? What skills will you develop?	<p>Key learning/core competencies, subject-specific skills</p> <ol style="list-style-type: none"> i. Prepare and test clay and pulp paper for modelling. ii. Identify and use hand building techniques for modelling in clay, play dough, plasticine, papier mâché (pulp paper). iii. Practise the techniques in modelling in clay, play dough. iv. Display models for appreciation and reflection.
Language and vocabulary you will need to use	<p>Clay, play dough, plasticine, papier mâché (pulp paper), slab, pinch, coil, plasticity, kneading, wedging.</p>
Ways to broaden your understanding	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <ol style="list-style-type: none"> i. Prepare and test clay and pulp paper for modelling. ii. Identify and use hand building techniques for modelling. iii. Practise the techniques in modelling in clay and play dough to make artworks.
Things to remember for future lessons	<p><i>Brief statements of essential points that must be remembered</i></p> <ul style="list-style-type: none"> • The techniques in modelling. Examples: slab, pinch, coil. • Identifying and using hand building techniques for modelling. • The techniques of modelling in clay and play dough to make artworks.

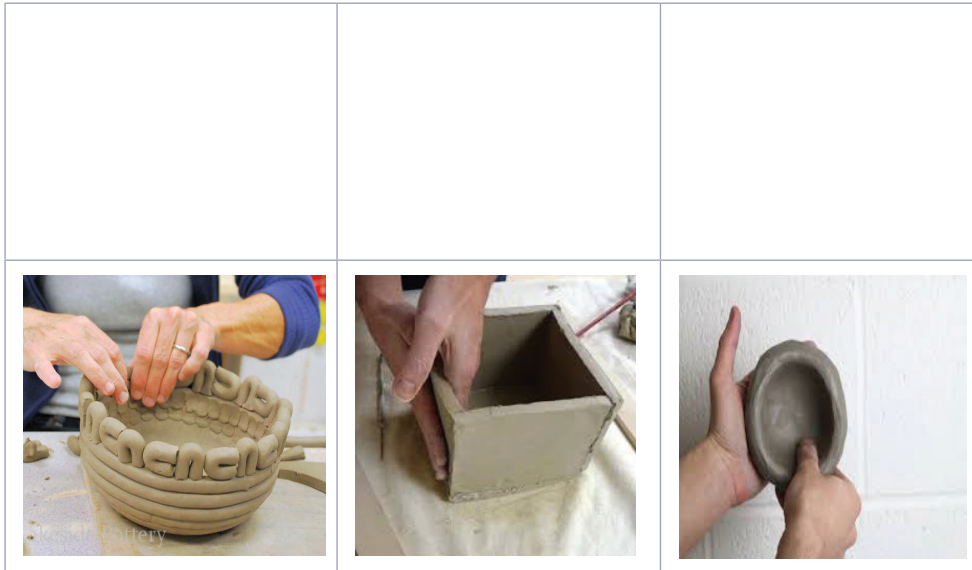




Visual Arts Worksheet 6

Activity Instructions

1. Identify and group artworks under the various techniques in modelling (Group Activity).
2. Describe the tools and materials used in modelling and state their uses (Individual Activity).
3. Identify and write the modelling techniques used below.



Teaching/Learning Resources

Pictures or videos of hand building (coil, pinch, slab) techniques, clay, play dough, plasticine, papier mâché (pulp paper).

Assessment Task

4. Describe the processes involved in making modelled artwork using the coil method.



Homework Task

5. Design and make a modelled artwork using a technique of your choice.

Visual Arts Lesson 7	
Content standard	<p>B7. 2.2.1. Visual Arts</p> <p>Demonstrate the ability to use the concept of design process (idea development) to produce, display and appraise your own creative artworks that reflect in the range of different times and cultures.</p>
What you should know already	<p>Reminder about prior learning</p> <p>i. Learners see local artworks in the community.</p>
What will you learn? What skills will you develop?	<p>Key learning/core competencies, subject-specific skills</p> <p>i. Gather and record relevant information to show understanding and skills in keeping a portfolio of artworks.</p> <p>ii. Apply understanding and skills in planning artworks in class, school and the community.</p> <p>iii. Demonstrate understanding and skills in exhibiting artworks in class, school and the community.</p> <p>iv. Reflect on and use comments to refine your own artworks, the artworks of others and the exhibition.</p>
Language and vocabulary you will need to use	Appraise, appreciate, portfolio, design process
Ways to broaden your understanding	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <p>i. Gather and record relevant information to demonstrate understanding and skill in keeping a portfolio of artworks.</p> <p>ii. Demonstrate understanding and skills in planning artworks in class, school and the community.</p> <p>iii. Apply understanding and skills in exhibiting artworks in class, school and the community.</p> <p>iv. Reflect on and use comments to refine your own artworks, the artworks of others and the exhibition.</p>



<p>Things to remember for future lessons</p>	<p><i>Brief statements of essential points that must be remembered</i></p> <ul style="list-style-type: none"> • Name and record relevant information to demonstrate understanding and skill in keeping a portfolio of artworks. • Use the steps in planning and exhibiting artworks in class, school and the community.
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Visual Arts Worksheet 7

Activity Instructions

1. Gather and record relevant information to demonstrate understanding and skill in keeping a portfolio of artworks (Individual Activity).
2. Identify the steps involved in planning artworks in class, school and the community (Group Activity).
3. List the steps in planning and exhibiting artworks in class, school and the community.

Teaching/Learning Resources

Pictures on social and cultural problems, artworks, gathering information through library studies, surfing the Internet.

Assessment Task

4. Use the design thinking process to design 2D artworks to solve social problems in the community.





Homework Task

5. Learners are to visit artists in the community, identify a social and cultural problem and gather and record relevant information to help develop ideas to design an artwork to solve the problem.

Visual Arts Lesson 8	
Content standard	B7. 2.3.1. Visual Arts Demonstrate the ability to correlate and generate ideas from visual artworks in the community that reflect a range of different times, cultures and topical issues.
What you should know already	Reminder about prior learning i. Learners have their own views on the history and culture of the community.
What will you learn? What skills will you develop?	Key learning/core competencies, subject-specific skills i. Identify and record your views on the history culture, and topical issues in the community. ii. Reflect on how the community's history and culture influence artworks. iii. Discuss and make individual or collaborative presentations on information recorded.
Language and vocabulary you will need to use	Paintings, carvings, sculpture pieces, pottery works, baskets, weavings
Ways to broaden your understanding	<i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i> Learners i. Record your views on the history, culture, environment and topical issues in the community. ii. Discuss your views on the history, culture, environment and topical issues in the community.





<p>Things to remember for future lessons</p>	<p>Brief statements of essential points that must be remembered</p> <ul style="list-style-type: none"> • Scouting for and recording visual artworks found in the community. • Discussing and reflecting on visual artworks found in the community according to their nature. • Classifying and grouping visual artworks found in the community according to their nature.
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Visual Arts Worksheet 8

Activity Instructions

1. Scout for and record visual artworks found in the community through concept maps on visual artworks found in the community (Individual Activity).
2. Classify and group visual artworks found in the community according to their nature (Group Activity).

3. KWL Strategies Table

KWL		
What do I know?	What do I Want to know?	What Have I Learnt?

Write what you expect to achieve after identifying visual artworks that reflect the history and culture in the community. Use the table above.

Teaching/Learning Resources

Paintings, carvings, sculpture pieces, pottery, textiles (traditional cloths worn), basketry (cane/raffia chairs), jewellery (necklace, beads).





Assessment Task

4. Make individual or collaborative presentations on information recorded on artworks found in the community.

Homework Task

5. Learners are to research on the history and culture of the community, placing emphasis on chieftaincy and festivals.

Visual Arts Lessons 9	
Content standard	B7. 2.1.1. Visual Arts Demonstrate understanding of Visual Arts media and techniques and their application in still-life drawing, pattern making and modelling.
What you should know already	Reminder about prior learning i. Learners can apply knowledge and skills in cleaning-up, maintaining and storing of tools, materials and equipment in a sustainable manner.
What will you learn? What skills will you develop?	Key learning/core competencies, subject-specific skills i. Reflect on techniques in pattern making. Examples: dabbing, direct and relief printing. ii. Identify and describe the techniques and media used in pattern making. iii. Apply relevant pattern making techniques with available media to create your own visual artworks. iv. Practise the techniques in pattern making.
Language and vocabulary you will need to use	pattern making, dabbing, direct and relief printing, motif





Ways to broaden your understanding	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <ol style="list-style-type: none">i. Brainstorm and reflect on techniques in pattern making. <i>Examples: dabbing, direct and relief printing.</i>ii. Identify and describe the techniques and media used in pattern making.iii. Apply relevant pattern making techniques with available media to create your own visual artworks.iv. Practise the techniques in pattern making.
Things to remember for future lessons	<p><i>Brief statements of essential points that must be remembered</i></p> <ul style="list-style-type: none">• Name the techniques in pattern making.• Identify and describe the techniques and media used in pattern making.• Practise the techniques in dabbing, direct and relief printing.

Visual Arts Worksheet 9

Activity Instructions

- 1.** Identify and group artworks under the various techniques in pattern making (Group Activity).
- 2.** Describe three (3) tools and materials used in pattern making (Individual Activity).
- 3.** Identify and write the pattern making techniques.

i. _____

ii. _____

iii. _____

iv. _____





Teaching/Learning Resources

Pictures or videos of pattern making (dabbing, direct) techniques.

Assessment Task

4. Describe the processes involved in pattern making techniques.

Homework Task

5. Design and make a pattern using a technique of your choice.

Visual Arts Lesson 10	
Content standard	B7. 2.2.1. Visual Arts Demonstrate the ability to use concept of the design process (idea development) to produce, display and appraise your own creative artworks that reflect in the range of different times and cultures.
What you should know already	Reminder about prior learning i. Learners observe local artworks in the community.
What will you learn? What skills will you develop?	Key learning/core competencies, subject-specific skills i. Gather and record relevant information to show understanding and skills in keeping a portfolio of artworks. ii. Apply understanding and skills in planning artworks in class, school and the community. iii. Demonstrate understanding and skills in exhibiting artworks in class, school and the community. iv. Reflect and use comments to refine your own artworks, the artworks of others and the exhibition.
Language and vocabulary you will need to use	Appraise, portfolio, design process, appreciate, elements and principles of art, symbolism.





<p>Ways to broaden your understanding</p>	<p><i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</i></p> <p>Learners</p> <ul style="list-style-type: none"> i. Gather and record relevant information to demonstrate understanding and skill in keeping a portfolio of artworks. ii. Demonstrate understanding and skills in planning artworks in class, school and the community. iii. Apply understanding and skills in exhibiting artworks in class, school and the community. iv. Reflect and use comments to refine your own artworks, the artworks of others and the exhibition
<p>Things to remember for future lessons</p>	<p><i>Brief statements of essential points that must be remembered</i></p> <ul style="list-style-type: none"> • Naming and recording relevant information to demonstrate understanding and skill in keeping a portfolio of artworks. • Using the steps in planning and exhibiting artworks in class, school and the community.

Visual Arts Worksheet 10

Activity Instructions

1. Gather and record relevant information to demonstrate understanding and skill in keeping a portfolio of artworks (Group Activity).
2. Identify the steps involved in planning artworks in class, school and the community.
3. Outline the steps in planning and exhibiting artworks in class, school and the community.





Teaching/Learning Resources

Pictures, gathering information through library studies, surfing the Internet.

Assessment Task

- Use the design thinking process to design 2D artworks to solve social problems in the community.

Homework Task

- Learners prepare criteria to appreciate and appraise their own artworks and the artworks of others.

Visual Arts Lesson 11	
Content standard	<p>B7. 2.3.1. Visual Arts</p> <p>Demonstrate the ability to correlate and generate ideas from visual artworks in the community that reflect a range of different times, cultures and topical issues.</p>
What you should know already	<p>Reminder about prior learning</p> <ol style="list-style-type: none"> Learners are able to generate ideas from visual artworks in the community.
What will you learn? What skills will you develop?	<p>Key learning/core competencies, subject-specific skills</p> <ol style="list-style-type: none"> identify relevant information by generating ideas through concept maps to document how the pre-independence and post-independence history and culture of the community is reflected in selected artworks. Examples: artists and artworks <ul style="list-style-type: none"> Identify name of artwork and artist What the artworks are used for (e.g. social and religious ceremonies) Where they are used (whether indoor/outdoor) appreciate and appraise the selected visual artworks made during the pre-independence and post-independence period and show how they reflect the history, culture, environment and topical issues in the community. Example: What time or era? <ul style="list-style-type: none"> Is it the pre-independence era characterised by independence movements and struggles?





	<p>iii. compare the nature of the selected artworks to determine their similarities and differences in terms of their functional, aesthetic, social and cultural values.</p> <p>Example: Type of media:</p> <ul style="list-style-type: none"> • pastel, oil, water colour, acrylic, clay, wood, metal, fabric, paper, etc. <p>Purposes/themes of artworks:</p> <ul style="list-style-type: none"> • social events, market scenes, landscapes, plants, animals, folklore, religion, politics, etc.
Language and vocabulary you will need to use	Chieftaincy, landmarks, artists and artworks, events, festivals, tourist sites (natural and man-made).
Ways to broaden your understanding	<p>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc.</p> <p>Learners</p> <ol style="list-style-type: none"> generate ideas to document how the history and culture of the community influenced selected artists and their artworks. appreciate and appraise the selected visual artworks made during the pre-independence and post-independence period and show how they reflect the history, culture, environment and topical issues in the community.
Things to remember for future lessons	<p><i>Brief statements of essential points that must be remembered</i></p> <ul style="list-style-type: none"> • Narrate the history and culture of the community. • Identify the influence of history and culture of the people on the environment. • Discuss how culture influences topical issues in the community.

Visual Arts Worksheet 11

i. KWL Strategies Table

KWL		
What do I know ?	What do I Want to know?	What Have I Learnt ?





Write what you expect to achieve in testing and classifying of media and techniques used in the CAD in Visual Arts in the table above.

Activity Instructions

1. Identify and group tools and materials from a variety of sources under still-life, pattern making and modelling. (Group Activity)
2. Describe the tools and materials and state their uses.(Individual activity)

Teaching Resources

Pencils, paper, charcoal pencils, pastels clay, play dough, plasticine, papier mâché (pulp paper) cutter, pair of scissors, measuring tools, paste/adhesives

Assessment Task

Describe the tools and materials used in still-life drawing and state their uses.

Homework Task

Draw and label tools and materials used in modelling.





MUSIC LEARNER'S PACK

STRAND: 2

SUB-STRAND: 2.1

Music Lesson 1	
Content Standard	<p>B7. 2.1.2. Music Demonstrate understanding in applying scale, note durational values and simple time beat patterns in music.</p>
What you should know already	<p>Ask few questions on the performing arts they studied at the primary school. Example:</p> <ul style="list-style-type: none"> • Did you learn any song? • Did you learn about any festival in Ghana? Etc.
What will you learn? What skills will you develop?	<p><i>Key learning/core competencies, subject-specific skills</i></p> <ul style="list-style-type: none"> • Singing the major scale in pitch; establishing the concept of ascending and descending in pitch; audiation; John Curwen's Hand Signs, the seven alphabets used in music reading. • Learner will gain enhanced listening skills in literacy. • Acquiring enhanced innovative and collaborative skills. • Learner will be able to connect octave to octagon in mathematics.
Language and vocabulary you will need to use	<p>Scale, treble clef, octave, ascending, descending, solfege names, audiation</p>
Ways to broaden your understanding	<ul style="list-style-type: none"> • Practise the John Curwen's Hand Sign Game. • Substitute the seven alphabets (A, B, C, D, E, F & G) in place of the solfege names in bass clef. • Create a solfege song and choreograph a dance to match it using the 'Sound of Music' video clip as a model.





<p>Things to remember for future lessons</p>	<ul style="list-style-type: none"> • Learner should inform teacher if they have any disability (tangible or intangible) or if they have a Special Educational Need as a result of a visual/voice/pitch sense/hearing impairment. • Learner should let teacher know if they can sing and play minor and major scales or play any Western musical instrument if they already know it from home.
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Music Worksheet 1

i. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?

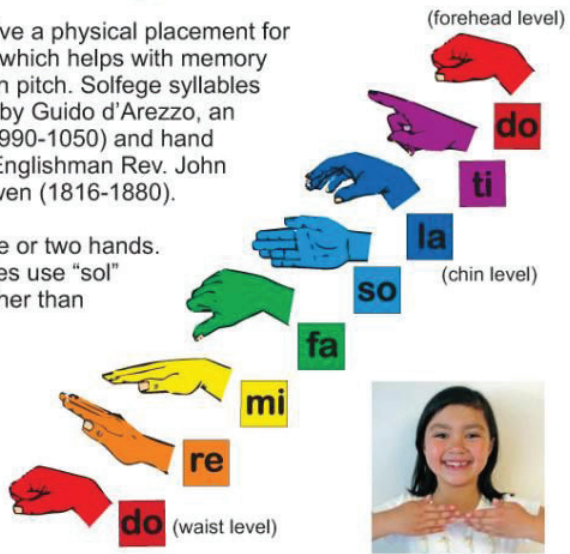
Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

ii. John Curwen's Hand Signs

Curwen Hand Signs

Hand signs give a physical placement for vocal pitches which helps with memory and singing on pitch. Solfege syllables were created by Guido d'Arezzo, an Italian monk (990-1050) and hand signs by the Englishman Rev. John Spencer Curwen (1816-1880).

Use either one or two hands. Some countries use "sol" and/or "si" rather than "so" and "ti".



drawing adapted from www.classicsforkids.com

hand sign for "so"





Rubrics:

- Observe the shapes of the hands and imitate them.
- Try and memorise the hand shapes and imagine them in your head.
- Associate the solfege with each hand sign in pitch (audiation),

iii. C major Scale on Treble Clef

Greek Alphabet	C	D	E	F	G	A	B	C
Solfege	doh	rah	me	fah	soh	lah	te	doh

Rubric: Associate the seven alphabets with the solfege notes.

iv. Homework Task

- Practise the John Curwen's Hand Sign Game.
- Substitute the seven alphabets (A, B, C, D, E, F & G) in place of the solfege names in the bass clef.

Music Lesson 2	
Content Standard	B7. 2.1.2. Music Demonstrate understanding in applying scale, note durational values and simple time beat patterns in music.
What you should know already	<i>Reminder about prior learning</i> <ul style="list-style-type: none"> Learner should be conversant with the John Curwen's Hand Signs, singing the major scale in pitch, establishing the concept of ascending and descending in pitch and audiation.
What will you learn? What skills will you develop?	Key learning/core competencies, subject-specific skills. <ul style="list-style-type: none"> John Curwen's Hand Signs, the seven alphabets used in music reading. Learner's listening skills in Literacy will be enhanced. Learner's innovative and collaborative skill will be enhanced. Connect octave to octagon in mathematics.





Language and vocabulary you will need to use	Scale, treble clef, octave, ascending, descending, solfege names, audiation
Ways to broaden your understanding	<ul style="list-style-type: none"> • Practise the John Curwen's Hand Sign Game. • Substitute the seven alphabets (A, B, C, D, E, F & G) in place of the solfege names in bass clef. • Create a solfege song and choreograph a dance to match it using the 'Sound of Music' video clip as a model.
Things to remember for future lessons	<ul style="list-style-type: none"> • Learner should inform teacher if they have any disability (tangible or intangible) or if they have a Special Educational Need such as visual/voice/pitch sense/hearing impairment. • Learner should let teacher know if they can sing and play minor and major scales or play any Western musical instrument if they already know it from home.

Music Worksheet 2

i. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?

Rubric: Write what you expect to achieve in this CAD course under the headings provided above.



ii. John Curwen's Hand Signs

Curwen Hand Signs

Hand signs give a physical placement for vocal pitches which helps with memory and singing on pitch. Solfege syllables were created by Guido d'Arezzo, an Italian monk (990-1050) and hand signs by the Englishman Rev. John Spencer Curwen (1816-1880).

Use either one or two hands. Some countries use "sol" and/or "si" rather than "so" and "ti".

(forehead level)

(chin level)

(waist level)

hand sign for "so"

drawing adapted from www.classicsforkids.com

Rubrics:

- Observe the shape of the hands and imitate them.
- Try and memorise the hand shapes and imagine them in your head.
- Associate the solfege with each hand sign in pitch (audiation).

iii. C major Scale on Treble Clef

Greek Alphabet C D E F G A B C
Solfege doh rah me fah soh lah te doh

Rubric: Associate the seven alphabets with the solfege notes.



iv. Homework Task

- (i) Practise the John Curwen's Hand Sign Game.
- (ii) Substitute the seven alphabets (A, B, C, D, E, F & G) in place of the solfege names in the bass clef.

Music Lesson 3	
Content Standard	<p>B7. 2.1.2. Music</p> <p>Demonstrate the ability to use concept of the design process (idea development) to create and display your own creative musical works that reflect the range of different times and cultures.</p>
What you should know already	<p><i>Reminder about prior learning</i></p> <ul style="list-style-type: none"> • Dance genres in the local community. • Performances of cultural troupes in the community and on television. • Musical instruments and songs that go with various dance genres in the community.
What will you learn? What skills will you develop?	<p><i>Key learning/core competencies, subject-specific skills.</i></p> <ul style="list-style-type: none"> • How to plan a dance drama. • Acting. • Singing, drumming and dancing. • The functions and interrelated nature of scenery, properties, lighting, sound, costume and make-up in creating dance-drama. • Cross-cutting—problem solving, financial literacy, digital literacy, open-mindedness. • Core values—honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others.
Language and vocabulary you will need to use	<p>Dance, drama, plot, synopsis, characters, instrumentation, acting, props, choreography, scenery, properties, lighting, sound, costume, make-up, singing, drumming, dancing, poetry, drama, costuming and sculpture.</p>
Ways to broaden your understanding	<ul style="list-style-type: none"> • Watching live dance-drama concert performances. • Going online to search for dance drama performances for viewing and making analysis based on the following: plot, characterisation, instrumentation (drumming), choreography (songs and dances), costume and make-up.





Things to remember for future lessons	<ul style="list-style-type: none"> • Props, make-up kit, musical instruments (drumming kit, both idiophones and membranophones). • Recording gadgets.
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Music Worksheet 3

Mmoguo Rendition

A learner sings a folktale song (*mmoguo*) to the class for colleagues to respond to, e.g., "*Kweku Dε Onsuru*" (i.e., using the *call and response* form).
 Ref.: Mereku, C.W.K. (2013) **We Sing and Learn** pp. 78.

I. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?

Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

II. Group Work

Plan a 5-minute dance-drama. Learners can choose themes such as *rumour-mongering, love, survival, joy, anger, surprise, fear, corruption, hatred and power.*

Plan should include:

- Plot
- Characterisation
- Instrumentation (Drumming)
- Choreography (songs and dances)
- Costume and
- Make-Up.

III. Homework Task

Documentary Analysis of Dance-Drama Video

Learners are to watch one of the following video clips by Ghanaian playwrights and write notes on the following:





- Plot
- Characterisation
- Instrumentation (Drumming)
- Choreography (songs and dances)
- Costume
- Make-Up
 - The Lost Fisherman by Saka Acquaye
 - The Palm-wine Drinkard by Ofotsu Adinku
 - Meet the Saviour by Asare Newman
 - Suburuku the Giant by Martin Owusu

Music Lesson 4	
Content Standard	<p>B7. 2.1.2. Music</p> <p>Demonstrate the ability to use concept of the design process (idea development) to create and display your own creative musical works that reflect the range of different times and cultures.</p>
What you should know already	<p><i>Reminder about prior learning</i></p> <ul style="list-style-type: none"> • Learners have some knowledge in dance-drama from previous class discussion on how to make a plan for plot, synopsis, acts and scenes; identifying instruments and indigenous stylised dances to choreograph; planning rehearsal schedules and appointing event planning committees.
What will you learn? What skills will you develop?	<p>Key learning/core competencies, subject-specific skills</p> <ul style="list-style-type: none"> • How to produce a dance-drama performance • Acting • Singing, drumming and dancing • The functions and interrelated nature of scenery, properties, lighting, sound, costume and make-up in creating dance-drama. • Core values—honesty, integrity, cooperation, perseverance and grit, teamwork, responsible citizenry, respect for others.





Language and vocabulary you will need to use	Dress rehearsal, dance-drama, plot, synopsis, characters, instrumentation, acting, props, choreography, properties, sound, costume, make-up, singing, drumming, dancing, poetry, drama, costuming
Ways to broaden your understanding	<ul style="list-style-type: none"> • Watching live dance-drama concert performances • Going online to google dance-drama performances for viewing and making analysis based on the following: • Plot, characterisation, instrumentation (drumming), choreography (songs and dances), costume and make-up.
Things to remember for future lessons	<ul style="list-style-type: none"> • Props, make-up kit, musical instruments (drumming kit, both idiophones and membranophones) • Recording gadgets

Music Worksheet 4

i. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?

Rubric: Write what you expect to achieve in this **CAD** course under the headings provided above.

ii. Group Performances

Ensure you have all the equipment you need (drums, bells, clappers, etc.).

Appoint a **Narrator** to read the synopsis of your dance-drama.

Perform your 10-minute dance drama.

iii. Homework Task

Documentary Analysis of Dance Drama Video

Each group should select any of the other two group's performances for reflection and analysis. Afterwards, the group should write short notes on the performances analysed based on the following:

- Plot
- Characters





- Instrumentation (drumming and singing)
- Choreography (songs and dances)
- Costume
- Make-Up.

Music Lesson 5	
Content Standard	<p>B7. 2.1.2. Music</p> <p>Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues.</p>
What you should know already	<p><i>Reminder about prior learning</i></p> <ul style="list-style-type: none"> • Dance genres in the local community. • Performances of choral groups, pop music bands, cultural troupes, etc. in the community and on television. • Musical instruments and songs that go with various dance genres in the community
What will you learn? What skills will you develop?	<p><i>Key learning/core competencies, subject-specific skills</i></p> <ul style="list-style-type: none"> • How to plan a research enquiry. • How to administer questionnaire. • How to develop a good narrative. • Cross-cutting—problem solving, digital literacy, open-mindedness. • Core values—honesty, integrity, cooperation, perseverance and grit, respect for the elderly.
Language and vocabulary you will need to use	<p>Autobiography, biography, enquiry, research, interview, indigenous, neo-traditional, exponent, allegory.</p>
Ways to broaden your understanding	<p>Conduct more research on other types of musicians in your community.</p>
Things to remember for future lessons	<ul style="list-style-type: none"> • Construction of data collection instruments. • Recording gadgets used to collect data through interviewing. • Writing a good allegory.





Music Worksheet 5

i. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?

Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

ii. Group Work

Discuss and put together biographical information about your assigned musical exponent.

iii. Homework Task

During your first term vacation, go to a prominent indigenous or art musician in your community and interview him/her to collect his/her autobiographical data to help you construct an allegory of him/her.

Questions to ask may cover:

- Date of birth
- Place of birth
- Parentage: names of parents, parents' hometowns and status
- Education: schools/colleges/universities attended
- Professional status
- Career in Music Education: Early beginnings, mentorship, apprenticeship, music schools attended, further studies (home and abroad), field of speciality, academic credentials, etc.
- Musical instruments they can play
- Contributions made towards Performing Arts Education in Ghana: Institutions worked in, tutorship/lectureship (home and abroad), involvement in national tasks, positions held in various establishments in the Performing Arts education and other fields of the arts
- Awards received in their music career and other fields of the arts)
- Musical styles they compose/perform (e.g., choral, instrumental, popular music, traditional music, neo-traditional genres, etc.).





Music Lesson 6	
Content Standard	B7. 2.1.2. Music Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.
What you should know already	<i>Reminder about prior learning</i> <ul style="list-style-type: none"> • Audiation • Internalising pitch • Singing the major scale to follow a rhythmic pattern
What will you learn? What skills will you develop?	<i>Key learning / Core competencies, subject-specific skills</i> <ul style="list-style-type: none"> • Definition of rhythm; • Internalising and performing durational values • Compose simple rhythmic patterns for colleagues to perform.
Language and vocabulary you will need to use	Rhythm, semibreve, minim, crotchet, quaver, semiquaver, rhythm, internalise, durational symbols, durational value, beat, pulse, rests
Ways to extend your understanding	<ul style="list-style-type: none"> • Go online and search for durational symbols in music • Write out simple rhythms and perform them on idio-phones and membranophones. • Internalise drum patterns and try to notate their rhythms.
Things you will need to remember for future lessons	<ul style="list-style-type: none"> • Durational symbols, durational value, beat, pulse, rests will be used in music reading and composition

Music Worksheet 6

i. Introduction:

Sing *Sansaw Akroma Ne Na Ewuo* and *Oboɔ 'Si Mi Nsa* to play a stone passing game on your tables.

ii. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?















Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

iii. Naming of Durational Symbols

Rubric: Provide the technical names of the musical durational symbols below.

				music	
		notes		rests	
			whole note		
			half note		
			quarter note		
			eighth note		
			sixteenth note		

iv. Group Clapping Activity

Put yourselves into four groups for this activity.

Group i		♩	♩	♩♩	♩				
Group ii		♩	♩	♩		♩♩	♩		
Group iii		♩			♩		♩♩	♩	
Group iv		♩	♩		♩		♩♩	♩	

v. Homework / project work / community engagement suggestions

Rubric: Practise the following rhythmic patterns individually on your own.

1. Rhythmic pattern clapping practice





Sheet 1: Which rhythm do you hear?

NAME _____

1	
2	
3	
4	
5	
6	

Circle the correct answer:

1 or **2**

3 or **4**

5 or **6**

1 or **2** or **3**

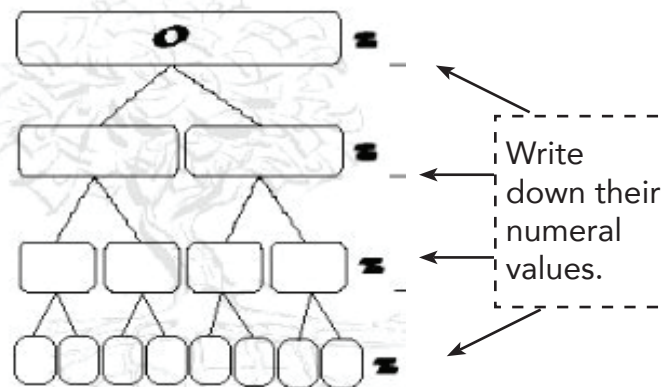
4 or **5** or **6**

A rhythm from numbers 1-6 will be played. Which one do you hear?

Two or more rhythms will be played, one following the other. Write the rhythm numbers in the correct order.

2. Drawing durational symbols

Rubric:
Draw the appropriate durational symbols to fill the boxes provided.





Music Lesson 7	
Content Standard	B7. 2.1.2. Music Demonstrate understanding in applying scale, note durational values and simple time beat patterns in music.
What you should know already	<i>Reminder about prior learning</i> <ul style="list-style-type: none">• Audiation• Internalising pitch• Singing the major scale to follow a rhythmic pattern
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills</i> <ul style="list-style-type: none">• Definition of rhythm• Internalising and performing durational values• Composing simple rhythmic patterns for colleagues to perform.
Language and vocabulary you will need to use	Rhythm, semibreve, minim, crotchet, quaver, semiquaver, rhythm, internalise, durational symbols, durational value, beat, pulse, rests
Ways to broaden your understanding	<ul style="list-style-type: none">• Go online and search for durational symbols in music.• Write out simple rhythms and perform them on idiophones and membranophones.• Internalise drum patterns and try to notate their rhythms.
Things to remember for future lessons	<ul style="list-style-type: none">• Durational symbols, durational value, beat, pulse and rests will be used in music reading and composition





Music Worksheet 7

i. Introduction

Sing *Sansaw Akroma Ne Na Ewuo* and *Oboɔ Si Mi Nsa* to play a stone passing game on your tables.











ii. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?

Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

iii. Naming of Durational Symbols

Rubric: Provide the technical names of the musical durational symbols below.

	notes	music	rests
_____		whole note	
_____		half note	
_____		quarter note	
_____		eighth note	
_____		sixteenth note	





iv. Group Clapping Activity

Put yourselves into four groups for this activity.

Group i	
Group ii	
Group iii	
Group iv	

v. Homework / project work / community engagement suggestions

Rubric: Practise the following rhythmic patterns individually on your own.

1. Rhythmic pattern clapping practice

Sheet 1: Which rhythm do you hear?

NAME _____

1	
2	
3	
4	
5	
6	

Circle the correct answer:

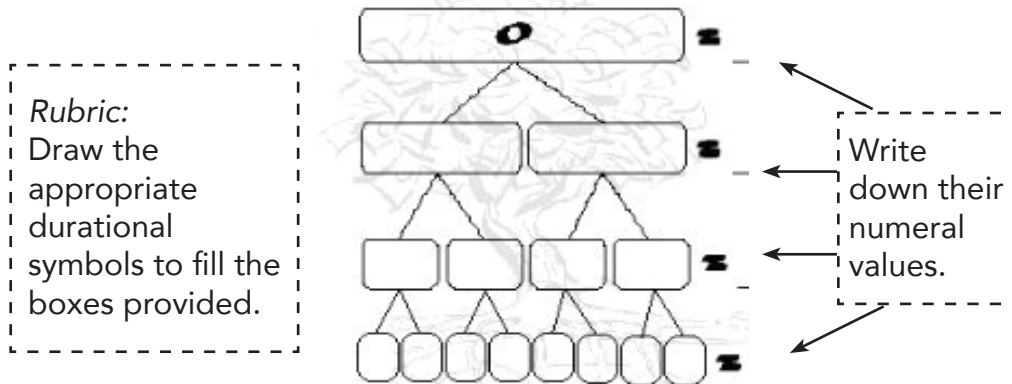
1 or 2
 3 or 4
 5 or 6
 1 or 2 or 3
 4 or 5 or 6

A rhythm from numbers 1-6 will be played. Which one do you hear?

Two or more rhythms will be played, one following the other. Write the rhythm numbers in the correct order.

2. Drawing durational symbols





Music Lesson 8

<p>Content Standard</p>	<p>B7. 2.1.2. Music Demonstrate the ability to use concept of the design process (idea development) to create and display your own creative musical works that reflect the range of different times and cultures.</p>
<p>What you should know already</p>	<p><i>Reminder about prior learning</i></p> <ul style="list-style-type: none"> • Audiation • Internalising rhythm • Singing the major scale to follow a rhythmic pattern
<p>What will you learn? What skills will you develop?</p>	<p>Key learning/core competencies, subject-specific skills</p> <ul style="list-style-type: none"> • Definition of rhythm • Internalising and performing durational values • Composing simple rhythmic patterns for colleagues to perform.
<p>Language and vocabulary you will need to use</p>	<p>Rhythm, semibreve, minim, crotchet, quaver, semiquaver, rhythm, internalise, durational symbols, durational value, beat, pulse, rests, manuscript sheet, score, triangle, cymbals, snare drum, bass drum, gangokui, axatse, kpanlogo, combo</p>





Ways to broaden your understanding	<ul style="list-style-type: none"> Go online and search for durational symbols in music. Write out simple rhythms and perform them on idio-phones and membranophones. Internalise drum patterns and try to notate their rhythms.
Things to remember for future lessons	<ul style="list-style-type: none"> Durational symbols, durational value, beat, pulse and rests will be used in music reading and composition

Music Worksheet 8

i. Introduction











Sing “Da N’a Se, Da N’a Ase” song and use the percussive instruments as accompaniment.

ii. KWL Strategies Table

What do I Know?	What do I Want to know?	What have I Learnt?

Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

iii. Rhythmic Excerpt for Clapping (A)

	notes	music	rests
_____		whole note	
_____		half note	
_____		quarter note	
_____		eighth note	
_____		sixteenth note	

iv. Rhythmic Excerpt for Clapping (B)





Sheet 1: Which rhythm do you hear?

NAME _____

1	
2	
3	
4	
5	
6	

Circle the correct answer:

1 or **2**

3 or **4**

5 or **6**

1 or **2** or **3**

4 or **5** or **6**

A rhythm from numbers 1-6 will be played.
Which one do you hear?

Two or more rhythms will be played, one following the other. Write the rhythm numbers in the correct order.

Select any four instruments from the list for your composition.
Give your composition a title.

Title:

Triangle	
Cymbals	
Snare Drum	
Bass Drum	
Gangokui	
Axatse	
Large Kpanlogo	
Medium Kpanlogo	
Combo Kpanlogo	

1 2 3 4





Music Lesson 9	
Content Standard	B7. 2.1.2. Music Demonstrate the ability to use concept of the design process (idea development) to create and display your own creative musical works that reflect the range of different times and cultures.
What you should know already	<i>Reminder about prior learning</i> <ul style="list-style-type: none"> • Audiation. • Internalising rhythm. • Singing the major scale to follow a rhythmic pattern.
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills</i> <ul style="list-style-type: none"> • Definition of rhythm. • Internalising and performing durational values. • Composing simple rhythmic patterns for colleagues to perform.
Language and vocabulary you will need to use	Rhythm, semibreve, minim, crotchet, quaver, semiquaver, rhythm, internalise, durational symbols, durational value, beat, pulse, rests, manuscript sheet, score, triangle, cymbals, snare drum, bass drum, gangokui, axatse, kpanlogo, combo
Ways to broaden your understanding	<ul style="list-style-type: none"> • Go online and search for durational symbols in music. • Write out simple rhythms and perform them on idiophones and membranophones. • Internalise drum patterns and try to notate their rhythms.
Things to remember for future lessons	<ul style="list-style-type: none"> • Durational symbols, durational value, beat, pulse and rests will be used in music reading and composition

Music Worksheet 9

i. Ensemble Seating

Assemble at the performance ground (e.g., assembly hall, shed, under a shady tree, etc.) for this lesson. Take into account performers and their





instruments in planning the seating arrangement. Groups must sit in such a way as to see their conductor.

ii. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?

Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

iii. Group Performance

Ensure:

- Accuracy of the rhythms.
- Clap softly in order not to disturb the other classes.
- Play the percussive instruments softly in order not to disturb the other classes.
- Try and read the notes as you play.
- Then, memorise your part and play without looking on the musical score.

iv. Homework Task

Select any of the other five (5) groups' performance for reflection. Write short notes based on the following:

- How the piece began;
- How the piece ended;
- How interesting the bass drum beat was;
- How effective the dialogue was in complementing other parts of the piece.





Music Lesson 10

Content Standard

B7. 2.1.2. *Music*

Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues.

What you should know already

Reminder about prior learning

- Dance genres in the local community.
- Performances of choral groups, pop music bands, cultural troupes, etc. in the community and on television.
- Musical instruments and songs that go with various dance genres in the community.





What will you learn? What skills will you develop?	<p><i>Key learning/core competencies, subject-specific skills</i></p> <ul style="list-style-type: none"> • How to plan a research enquiry. • How to administer questionnaire. • How to develop a good narrative. • Cross-cutting—problem solving, digital literacy, open-mindedness. • Core values—honesty, integrity, cooperation, perseverance and grit, respect for the elderly.
Language and vocabulary you will need to use	Enquiry, research, interview, indigenous, neo-traditional, exponent, allegory, formalism, referentialism, absolutism, expressionism
Ways to broaden your understanding	Conduct more research on other types of musicians in your community.
Things to remember for future lessons	<ul style="list-style-type: none"> • Construction data collection instruments • Recording gadgets used to collect data through interviewing. • Writing a good narrative.

Music Worksheet 10

i. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?

Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

ii. Group Work

Discuss and gather data about the indigenous or neo-traditional groups within the community you have selected.

iii. Homework Task

During your second term vacation, go to an indigenous or a neo-traditional group within the community and interview them to collect extensive data to help you construct a narrative on the group.





Questions to ask may cover:

- Origin of the group
- Ethnic background
- Gender
- Age
- Instruments
- Song themes
- Dance movements
- Stylised dances
- Singing
- Drumming
- Costume
- Performance venue/arena

Music Lesson 11	
Content Standard	B7. 2.1.2. Music Demonstrate understanding in applying scale, note durational values and simple time beat patterns in music.
What you should know already	<i>Reminder about prior learning</i> <ul style="list-style-type: none"> • Audiation • Internalising rhythm • Singing the major scale to follow a rhythmic pattern.
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skill</i> <ul style="list-style-type: none"> • Definition of rhythm. • Internalising and performing durational values. • Composing simple rhythmic patterns for colleagues to perform.
Language and vocabulary you will need to use	Rhythm, semibreve, minim, crotchet, quaver, semiquaver, rhythm, internalise, durational symbols, durational value, beat, pulse, rests.





Ways to broaden your understanding	<ul style="list-style-type: none"> Go online and search for durational symbols in music. Write out simple rhythms and perform them on idio-phones and membranophones. Internalise drum patterns and try to notate their rhythms.
Things to remember for future lessons	<ul style="list-style-type: none"> Durational symbols, durational value, beat, pulse and rests will be used in music reading and composition

Music Worksheet 11

LEARNER Activity Instructions / Teaching Resources /
Worksheet / Assessment Task / Homework Task

i. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?
-------------------------	---------------------------------	-----------------------------

Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

ii. Time Signatures in Simple Time

SIMPLE TIME			
	<i>Duple Time:</i> Two beats in each bar	<i>Triple Time:</i> Three beats in each bar	<i>Quadruple Time:</i> Four beats in each bar
A Quarter Note = 1 beat/count	2	3	4
	4 ♪ ♪	4 ♪ ♪ ♪	4 ♪ ♪ ♪ ♪
A Half Note = 1 beat/count	2	3	4
	2 ♪ ♪	2 ♪ ♪ ♪	2 ♪ ♪ ♪ ♪
An Eighth Note = 1 beat/count	2	3	4
	8 ♪ ♪	8 ♪ ♪ ♪	8 ♪ ♪ ♪ ♪

<https://www.teacherspayteachers.com/Store/RussellMusicTeacher/8832> Created by Kim Maloney 2011





iii. Time Signature Tasks

Rubric: Learners work in groups to explain the time signature tasks on simple—duple, triple and quadruple—time signatures.

iv. Simple time signature beat patterns

Time Signatures/Conducting Patterns

Time signatures are found at the beginning of musical scores and indicate how the beats are divided into measures (bars). Conducting patterns help students feel different pulses and beats.

Simple Time	$\frac{2}{4}$		Two beats per measure ♪ = one beat		$\frac{2}{4}$
	$\frac{3}{4}$		Three beats per measure ♪ = one beat		$\frac{3}{4}$
	$\frac{4}{4}$ or C		Four beats per measure ♪ = one beat <i>common time</i>		$\frac{4}{4}$
	$\frac{2}{2}$ or C		Two beats per measure ♪ = one beat <i>alla breve or cut time</i>		$\frac{2}{2}$
	$\frac{3}{8}$		Three beats per measure ♪ = one beat		$\frac{3}{8}$
Compound Time	$\frac{5}{4}$		Five beats per measure ♪ = one beat		$\frac{5}{4}$
	$\frac{6}{8}$		Six beats per measure ♪ = one beat (may be in two beats)		$\frac{6}{8}$
	$\frac{9}{8}$		Nine beats per measure ♪ = one beat (may be in three beats)		$\frac{9}{8}$

v. Class Presentation

Rubrics:

Groups are to stand in front of the class and perform their song, whilst one group member conducts. Peer-assess your colleagues as they perform. Comment on their performance, e.g., beat pattern conducting, posture, core values, etc.

vi. Homework Task

Continue practising the conducting beat patterns.

Log on to YouTube and see how Amu's Alegbegbe is conducted by the Ghana National Symphony Orchestra. See link below.

<https://www.youtube.com/watch?v=75KX2kTgnxg>





Music Lesson 12	
Content Standard	B7. 2.1.2. Music Demonstrate understanding in applying scale, note durational values and simple time beat patterns in music.
What you should know already	<i>Reminder about prior learning</i> <ul style="list-style-type: none"> • Audiation • Internalising rhythm • Singing the major scale to follow a rhythmic pattern
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills</i> <ul style="list-style-type: none"> • Definition of rhythm • Internalising and performing durational values • Composing simple rhythmic patterns for colleagues to perform.
Language and vocabulary you will need to use	Rhythm, semibreve, minim, crotchet, quaver, semiquaver, rhythm, internalise, durational symbols, durational value, beat, pulse, rests
Ways to broaden your understanding	<ul style="list-style-type: none"> • Go online and search for durational symbols in music • Write out simple rhythms and perform them on idiophones and membranophones. • Internalise drum patterns and try to notate their rhythms.
Things to remember for future lessons	<ul style="list-style-type: none"> • Durational symbols, durational value, beat, pulse and rests will be used in music reading and composition

Music Worksheet 12

i. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?





Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

ii. Time Signatures in Simple Time

SIMPLE TIME			
	<i>Duple Time:</i> Two beats in each bar	<i>Triple Time:</i> Three beats in each bar	<i>Quadruple Time:</i> Four beats in each bar
A Quarter Note = 1 beat/count	2 4 ♪ ♪	3 4 ♪ ♪ ♪	4 4 ♪ ♪ ♪ ♪
A Half Note = 1 beat/count	2 2 ♪ ♪	3 2 ♪ ♪ ♪	4 2 ♪ ♪ ♪ ♪
An Eighth Note = 1 beat/count	2 8 ♪ ♪	3 8 ♪ ♪ ♪	4 8 ♪ ♪ ♪ ♪

<http://www.teachersresources.com/Class/BasicMusic/Teacher/2821>
Created by Kim Maloney (2011)

iii. Time Signature Tasks

Rubric: Learners work in groups to explain the time signature tasks on simple—duple, triple and quadruple—time signatures.





iv. Simple time signature Beat Patterns

Time Signatures/Conducting Patterns

Time signatures are found at the beginning of musical scores and indicate how the beats are divided into measures (bars). Conducting patterns help students feel different pulses and beats.

Simple Time	$\frac{2}{4}$		Two beats per measure ♩ = one beat		$\frac{2}{4}$
	$\frac{3}{4}$		Three beats per measure ♩ = one beat		$\frac{3}{4}$
	$\frac{4}{4}$ or C		Four beats per measure ♩ = one beat <i>common time</i>		$\frac{3}{4}$
	$\frac{2}{2}$ or C		Two beats per measure ♩ = one beat <i>alla breve or cut time</i>		$\frac{2}{2}$
	$\frac{3}{2}$		Three beats per measure ♩ = one beat		$\frac{3}{2}$
Compound Time	$\frac{5}{4}$		Five beats per measure ♩ = one beat		$\frac{5}{4}$
	$\frac{6}{8}$		Six beats per measure ♩ = one beat (may be in two beats)		$\frac{6}{8}$
	$\frac{9}{8}$		Nine beats per measure ♩ = one beat (may be in three beats)		$\frac{9}{8}$
	$\frac{3}{4}$				$\frac{3}{4}$

v. Class Presentation

Rubrics:

Working in groups, learners stand in front of the class to sing their song, whilst one member of the group conducts. Peer-assess your colleagues as they perform. Comment on their performance, e.g., beat pattern conducting, posture, core values, etc.

vi. Homework Task

Continue practising the conducting beat patterns.

Log on to YouTube and see how Amu's Alegbegbe is conducted by the Ghana National Symphony Orchestra. See link below.

<https://www.youtube.com/watch?v=75KX2kTgnxg>





Music Lesson 13

Content Standard	<p>B7. 2.1.2. Music Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues.</p>
What you should know already	<p><i>Reminder about prior learning</i></p> <ul style="list-style-type: none"> • Dance genres in the local community. • Performances of choral groups, pop music bands, cultural troupes, etc. in the community and on television. • Musical instruments and songs that go with various dance genres in the community.
What will you learn? What skills will you develop?	<p><i>Key learning/core competencies, subject-specific skills</i></p> <ul style="list-style-type: none"> • How to write an aesthetic appreciation report. • How to develop a good narrative. • Cross-cutting—problem solving, digital literacy, open-mindedness. • Core values—honesty, integrity, cooperation, perseverance and grit, respect for the elderly.
Language and vocabulary you will need to use	<p>formalism, referentialism, absolutism, expressionism, dance-drama, plot, synopsis, characters, instrumentation, acting, props, choreography, scenery, properties, lighting, sound, costume, make-up</p>
Ways to broaden your understanding	<p>Watch more video clips or live performances and write an aesthetic report on them.</p>
Things to remember for future lessons	<ul style="list-style-type: none"> • Writing an aesthetic report. • Writing a good narrative.





Music Worksheet 13

LEARNER Activity Instructions / Teaching Resources /
Worksheet / Assessment Task / Homework Task

i. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?

Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

ii. Group Work

Working in groups, watch videos and use them to outline the elements of dance-drama using the following:

- Plot
- Characterisation
- Instrumentation (drumming)
- Choreography (songs and dances)
- Costume
- Make-Up

iii Homework Task

Aesthetic Appreciation Report

Watch other two dance-drama video clips of the class (from *Indicator B.7.2.2.5*) and write a brief aesthetic appreciation on each.

Music Lesson 14

Content Standard	B7. 2.1.2. Music Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues.
What you should know already	<i>Reminder about prior learning</i> <ul style="list-style-type: none"> • Audiation • Internalising rhythm • Singing the major scale to follow a rhythmic pattern





What will you learn? What skills will you develop?	<p><i>Key learning/core competencies, subject-specific skills</i></p> <ul style="list-style-type: none"> • How to write an aesthetic appreciation report. • How to develop a good narrative. • Cross-cutting—problem solving, digital literacy, open-mindedness. • Core values—honesty, integrity, cooperation, perseverance and grit, respect for the elderly.
Language and vocabulary you will need to use	formalism, referentialism, absolutism, expressionism, rhythm, semibreve, minim, crotchet, quaver, semiquaver, internalise, durational symbols, durational value, beat, pulse, rests, manuscript sheet, score, triangle, cymbals, snare drum, bass drum, gangokui, axatse, kpanlogo, combo
Ways to broaden your understanding	Watch more video clips or live performances and write an aesthetic report on them.
Things to remember for future lessons	<ul style="list-style-type: none"> • Writing an aesthetic report. • Writing a good narrative.

Music Worksheet 14

i. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?

Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

ii. Group Performance

Listen and analyse:

- How the piece began;
- How the piece ended;
- How interesting the bass drum beat was;
- How effective the dialogue was in complementing other parts of the piece.





iii. Homework Task

Select any of the other group's work for performance and reflection.

Ensure:

- Accuracy of the rhythms;
- Try and read the notes as you play;
- Then, memorise your part and play without looking on the musical score.

Write short notes on the following:

- How the piece began;
- How the piece ended;
- How interesting the bass drum beat was;
- How effective the dialogue was in complementing other parts of the piece.

Music Lesson 15	
Content Standard	B7. 2.1.2. Music Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues.
What you should know already	<i>Reminder about prior learning</i> <ul style="list-style-type: none"> • Dance genres in the local community • Performances of choral groups, pop music bands, cultural troupes, etc. in the community and on television. • Musical instruments and songs that go with various dance genres in the community.
What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills</i> <ul style="list-style-type: none"> • How to conduct an interview. • How to develop a good research report. • Cross-cutting—problem solving, digital literacy, open-mindedness. • Core values—honesty, integrity, cooperation, perseverance and grit, respect for the elderly.
Language and vocabulary you will need to use	Enquiry, research, interview, indigenous, neo-traditional, exponent, allegory, formalism, referentialism, absolutism, expressionism





Ways to broaden your understanding	Watch more video clips or live performances and write an aesthetic report on them.
Things to remember for future lessons	<ul style="list-style-type: none"> • Writing an aesthetic report. • Writing a good narrative.

Music Worksheet 15

i. KWL Strategies Table

What do I K now?	What do I W ant to know?	What have I L earnt?

Rubric: Write what you expect to achieve in this CAD course under the headings provided above.

ii. Group Work

Discuss the basic elements of an indigenous and a neo-traditional group. Your discussion should cover the following:

- Origin of the group
- Ethnic background of group members
- Gender
- Age
- Musical instruments
- Song themes
- Dance movements
- Stylised dances
- Singing
- Drumming
- Costume
- Venue/arena, etc.

iii. Homework

Final Summative Examination

Teacher should explain to learners the form the final end-of-year summative examination will take.





DANCE AND DRAMA LEARNER'S PACK

Dance and Drama Lesson 1

(Media and Techniques)

Content standard	B7. 2.1.3. Demonstrate understanding in applying media, voice and movement techniques in dance and drama.
What you should know already	Learner should know that people sing, dance and act in the community. Learner has seen or watched videos of dance and drama performances, and may have participated in community festivals and other festive events.
What will you learn? What skills will you develop?	Learners will learn about dance and drama, the media (instruments and/or tools) used and the techniques/ skills needed for dance and drama performances, e.g. the body, defined movements, facial expressions, etc. Learners will develop creative skills, critical thinking skills, collaborative skills, communication skills, dance skills, acting skills, etc.
Language and vocabulary you will need to use	Mimic, mimicry, mime, flexibility, profile, performance space, gestures, projection, techniques, facial expression, concentration, proscenium, etc.
Ways to broaden your understanding	Researching and/or self-study Observing and noting Imitation and practice Joining dance and drama groups in the community.
Things to remember for future lessons	The body and voice are essential in dance and drama. The body needs to be in shape to perform dance and drama. Gestures and facial expressions enhance dancers and actors' performance. Concentration, flexibility and discipline are key to dance and drama performances.





Dance and Drama Worksheet 1

Activity Instructions

Write what you know, what you want to know and what you have learned in this dance and drama lesson in the table above.

KWL		
What do I know ?	What do I Want to know?	What Have I Learnt ?

Teaching Resources

Learners' bodies, voices, performance space.

Assessment Tasks

Learners pair up with each other to perform gestures, facial expressions and to do peer-reviews/appraisals.

Homework Task

- Observe different animal and human movements in the community.
- Learn to imitate three different movements of animals and humans.

Dance and Drama Lesson 2

(Media and Techniques)

Content standard	B7. 2.1.3. Demonstrate understanding in applying media, voice and movement techniques in dance and drama.
What you should know already	Learner should know that people sing, dance and act in the community. Learner has seen or watched videos of dance and drama performances, and may have participated in community festivals or other festive events.



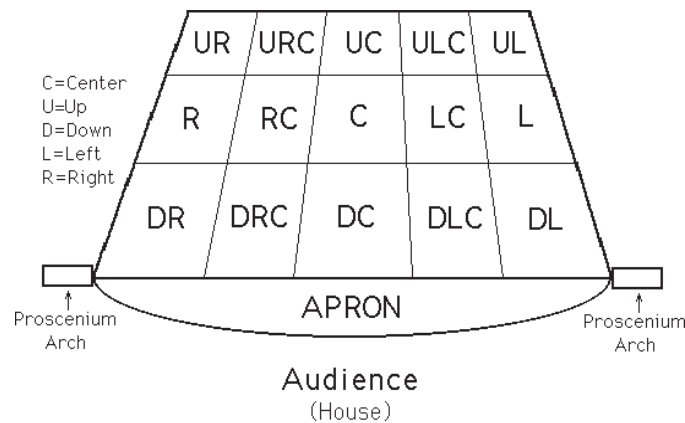


What will you learn? What skills will you develop?	Learners will learn about dance and drama, the media (instruments and/or tools) used and the techniques/skills needed for dance and drama. Learners will also develop creative skills, critical thinking skills, collaborative skills, problem-solving skills, communication skills, dance skills, acting skills, defined movements, identification skills, etc.
Language and vocabulary you will need to use	Mimic, mimicry, mime, flexibility, profile, performance space, gestures, projection, techniques, facial expression, proscenium, etc.
Ways to broaden your understanding	Researching and/or self-study Observation Imitation and Practice Joining dance and drama groups in the community.
Things to remember for future lessons	Gestures, voice, body, facial expressions, concentration, flexibility and discipline are key in dance and drama. Body profile and position affect the quality of voice in a performance space. Drama and dance are performed in a performance space. The performance space (proscenium stage) is divided into certain basic parts (L, R, C, U and D).

Dance and Drama Worksheet 2

Activity Instructions

Learners are encouraged to work individually and independently.



The diagram above uses letters to represent parts of the stage. Write the full words of those letters.





1. _____
2. _____
3. _____
4. _____

Teaching Resources

Pictures or diagrams of body profiles and positions, and parts of the performance space.

Assessment Task

Describe the four (4) basic parts of the stage or performance space (Group Activity).

Homework Task

Draw a proscenium arch stage and label the four (4) basic parts.

Dance and Drama Lesson 3

Creative and Aesthetic Expressions	
Content standard	B7. 2.2.3. Demonstrate the ability to use the concept of design process (idea development) to produce and display your own creative and expressive dance and drama artforms that reflect in the range of different times and cultures.
What you should know already	Design concepts and processes. Elements of drama and dance
What will you learn? What skills will you develop?	Concepts of design and the skill to create dance pieces and drama skits. Creative/thinking skills, collaborative skills, communication/writing skills, etc.
Language and vocabulary you will need to use	Design, concept, artwork, aesthetic, history, culture, environmental, display, community, venue, posters, etc.





Ways to broaden your understanding	Researching and asking questions Self-Study Imitation and practice Joining dance and drama groups in the community.
Things to remember for future lessons	Dance and drama are creative artworks. Subject-matter is taken from the society e.g. history, culture, topical issues, current affairs. Drama and dance performances are organised for audiences to watch, appreciate and appraise.

Dance and Drama Worksheet 3

Activity Instructions

Learners should do individual or independent work by providing the answers (under **dance**, **drama** and **the stage**) as stated above.

Provide five (5) keywords you have learnt in this lesson using the table below.

Dance	Drama	The Stage

Teaching Resources

Gadgets to facilitate recording of performances, story creation, scenario and writing processes charts.

Assessment Task

Working in groups, learners are to briefly describe how a dance-drama and/or drama skits can be created after which they should do a presentation to the class.





Homework Task

Do further investigation on how to create a dance-drama piece and drama skits for individual presentation in class.

Dance and Drama Lesson 4

Creative and Aesthetic Expressions	
Content standard	B7. 2.2.3. Demonstrate the ability to use the concept of design process (idea development) to produce and display your own creative and expressive dance and drama artforms that reflect in the range of different times and cultures.
What you should know already	Design concepts and processes. Elements of drama and dance.
What will you learn? What skills will you develop?	Concepts of design and the skill to create dance and drama skits. Creative/thinking skills, collaborative skills, communication/writing skills, etc.
Language and vocabulary you will need to use	Design, concept, artwork, aesthetic, history, culture, environmental, display, community, venue, posters, etc.
Ways to broaden your understanding	Researching and asking questions Self-Study Imitation and practice Joining dance and drama groups in the community.
Things to remember for future lessons	There are processes to follow in creating dance and drama artworks. Planning is needed in order to produce a dance and drama performance. Drama and dance are performed in the community. Drama and dance performances are organised for audiences to watch, appreciate and appraise.





Dance and Drama Worksheet 4

Activity Instructions

In groups of five (5), develop concept maps to generate ideas for the planning of dance and/or drama performances in the community.

List the relevant ideas and explain how these ideas are used to plan a dance or drama performance.

Teaching Resources

Posters, notices, letters, mobile phones, projectors, radio and TV sets, etc.

Assessment Task

Class presentation of group work.

Homework Task

Learners in groups of five (5) visit Community Theatre/Arts Centre or an event centre in the community to gather and record relevant information on how to plan a dance and/or drama performance in the community to be presented in class.

Dance and Drama Lesson 5

Creative and Aesthetic Expressions	
Content standard	B7. 2.2.3. Demonstrate the ability to use the concept of design process (idea development) to produce and display your own creative and expressive dance and drama artforms that reflect in the range of different times and cultures.
What you should know already	Design concepts and processes Elements of drama and dance Skills in creating skits
What will you learn? What skills will you develop?	Concepts of design and the skill to create dance and drama skits. Creative/thinking skills, collaborative skills, communication/writing skills, etc.





Creative and Aesthetic Expressions	
Language and vocabulary you will need to use	Design, concept, artwork, aesthetic, history, culture, display, community, venue, posters, etc.
Ways to broaden your understanding	Researching and asking questions Self-Study Imitation and practice Joining dance and drama groups in the community.
Things to remember for future lessons	There are processes to follow in creating dance and drama artworks. Planning is needed in order to produce a dance and drama performance. Drama and dance are performed in the community. Drama and dance performances are organised for audiences to watch, appreciate and appraise.

Dance And Drama Worksheet 5

1. Activity Instructions

List the processes in organising a performance.

In groups of five (5) to discuss and list ideas for class presentation.

2. Teaching Resources

Posters, notices, letters, mobile phones (WhatsApp messages, SMS), radio and TV sets, etc.

3. Assessment Task

Describe the importance of using posters in the community.

4. Homework Task

Develop a poster for any event of your choice.





Dance and Drama Lesson 6

Connections in Local and Global Cultures	
Content standard	B7. 2.3.3. Demonstrate the ability to correlate and generate ideas from creative artworks of dancers and actors in the community that reflect a range of different times, cultures and topical issues.
What you should know already	Learners should have learned that drama and dance are performance artworks created based on history, culture, environment, topical issues and current affairs in the community.
What will you learn? What skills will you develop?	Analysing and recording relevant information from textbooks and videos on how to develop ideas and to design your own dance and drama artworks. Reflecting on the history and cultures of the local community and comparing with the cultures of foreign lands. Critical thinking, observational, collaborative and communication skills.
Language and vocabulary you will need to use	Connections, correlation, local, global, analyse, artistes, environment, topical issues, analysis, etc.
Ways to broaden your understanding	Researching and asking questions Self-Study Imitation and practice Joining dance and drama groups in the community.
Things to remember for future lessons	Drama and dance are performance artworks that are designed or created based on the history, culture, environment and topical issues in the community.





Dance and Drama Worksheet 6

1. Activity Instructions

Watch a video of *The Lost Fisherman* by Saka Aquaye and discuss it in groups of five (5). Write your group's deliberations for presentation in class.



Stage performance of 'The Lost Fisherman' - Source: Google.com

Watch a performance video and discuss it in groups for ten (10) minutes before presenting it in class.

2. Teaching Resources

Videos (on dance and/or drama), video players, laptop, projector and screen

3. Assessment Task

- i. Discuss how dance and drama reflect issues in the society.
- ii. What are the factors to consider when organising a dance or drama performance? List them.
- iii. What are posters used for?

4. Homework Task

- i. Search for and watch a video of *Ananse and the Gum Man* by Mohammed Ben Abdallah and write a brief report based on how it reflects the history, culture, environment and topical issues in the society.





- ii. Create your own skits based on history, environment, social security (SSNIT Pension) issues, sanitation, energy conservation, etc. in the community and do a video recording for class discussion.

Dance and Drama Lesson 7

Connections in Local and Global Cultures	
Content standard	B7. 2.3.3. Demonstrate the ability to correlate and generate ideas from creative artworks of dancers and actors in the community that reflect a range of different times, cultures and topical issues.
What you should know already	Learners should have learnt that drama and dance are performance artworks created based on history, culture, environment, topical issues and current affairs in the community.
What will you learn? What skills will you develop?	Analysing and recording relevant information from textbooks and videos on how to develop ideas and design your own dance and drama artworks. Reflecting on the history, cultures and topical issues of the local community and comparing with the cultures of foreign lands. Critical thinking, observational, collaborative, communication and cultural skills.
Language and vocabulary you will need to use	Connections, correlation, local, global, analyse, artistes, environment, topical issues, analysis, etc.
Ways to broaden your understanding	Researching and asking questions <ul style="list-style-type: none"> • Self-Study • Imitation and practice • Joining dance and drama groups in the community.
Things to remember for future lessons	Drama and dance are performance artworks that are designed or created based on the history, culture, environment and topical issues in the community. Drama and dance artworks can be analysed and appraised by everyone.





Dance and Drama Worksheet 7

Activity Instructions

Watch a Ghanaian film and a Nigerian film and compare them based on the history, culture, topical and environmental issues that are reflected in them. Use table above.

	History	Culture	Topical	Environment
Ghanaian Film				
Nigerian Film				



Stage performance of 'Aku Sika' Source: Screenshot from YouTube.com

Teaching Resources

Videos (on dance and/or drama), video players, laptop, projector and screen

Assessment Task

Write a group report on *Aku Sika* by Martin Owusu and/or *The Palm-wine Drinkard* by Adinku for class presentation.





Homework Task

Create your own skits that reflect the history, environment, social security (SSNIT Pension) issues, sanitation and energy conservation in the community for class discussion.



Stage performance of the 'Palm-wine Drinkard' by Adinku

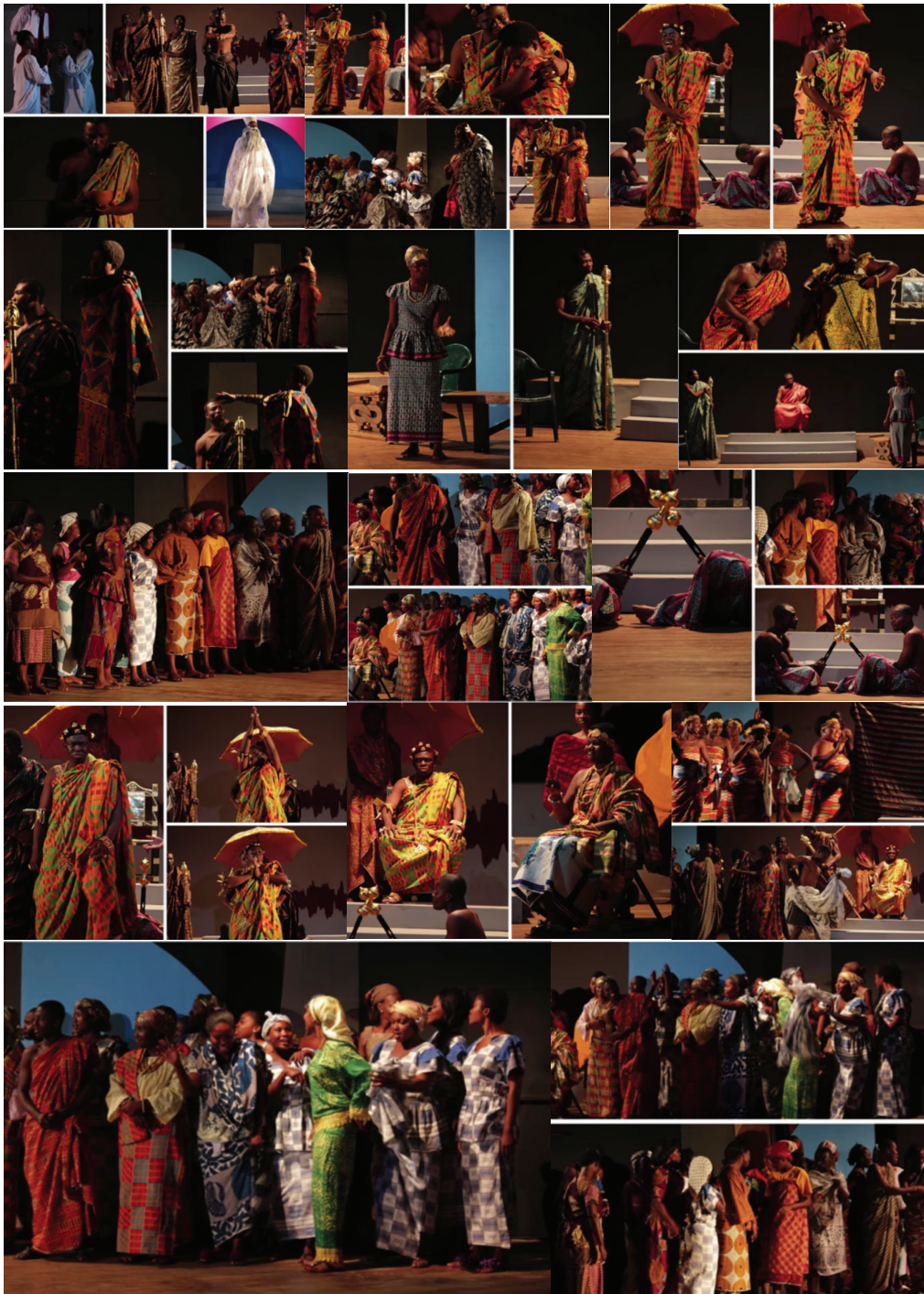


Stage performance of 'Bukom' by Nii Yartey



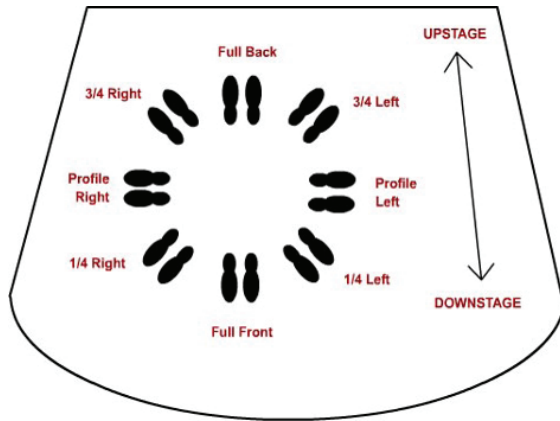
Stage performance of 'Bukom' by Nii Yartey



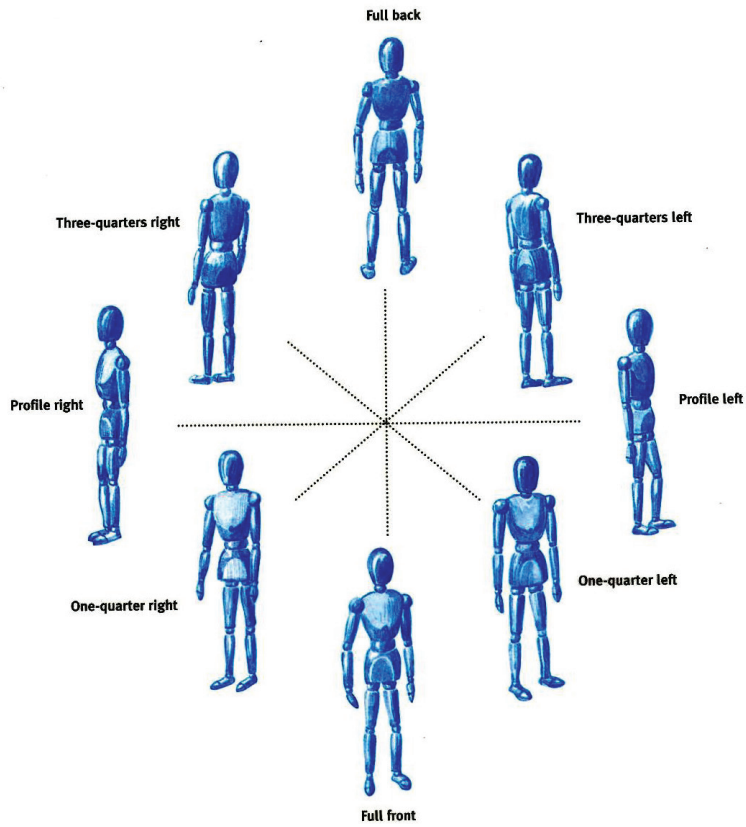
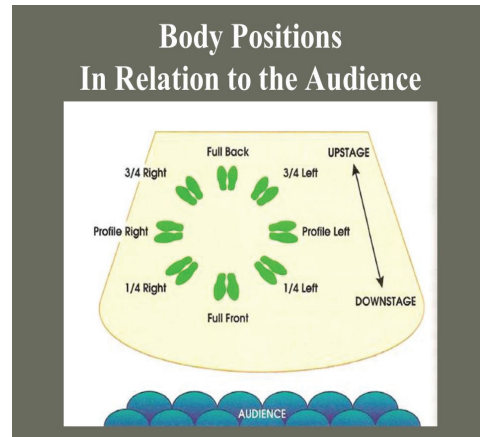


Stage performance of 'Aku Sika' by Martin Owusu Source: YouTube.com





Body profiles and positions

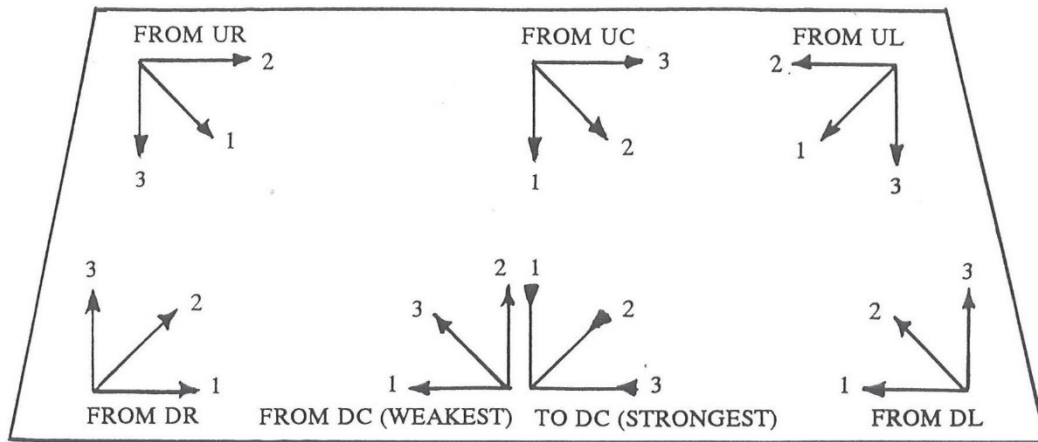
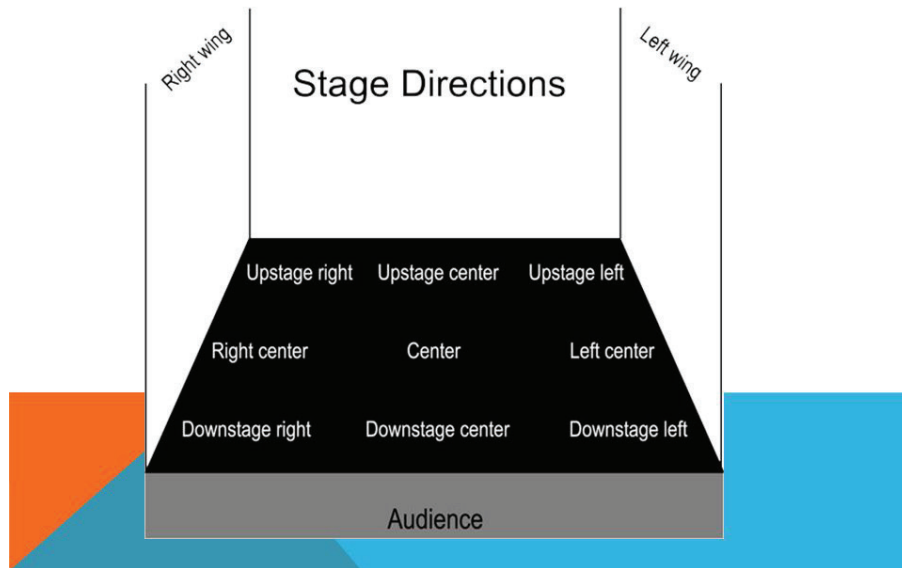


Source: Google.com





DIAGRAMS



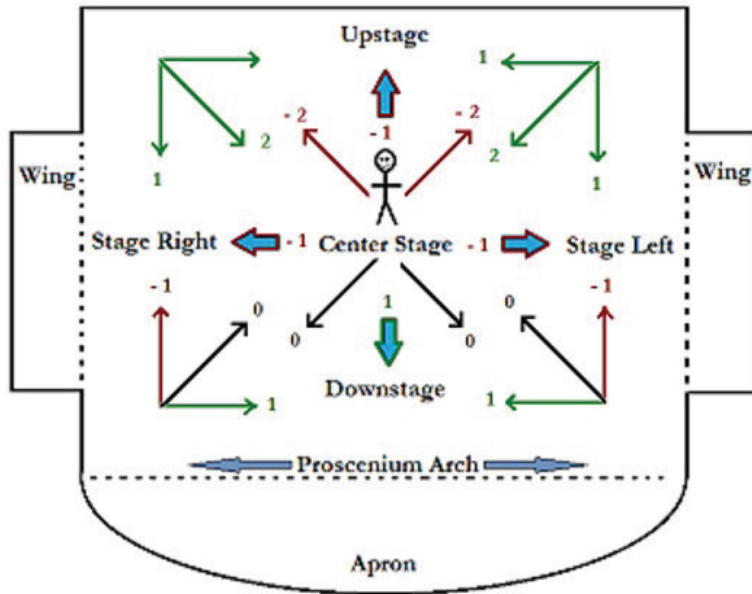
CHARTS SHOWING RELATIVE STRENGTH OF MOVEMENT

Source: Google.com





Proscenium Arch



Proscenium arch stage Source: Google.com





GLOSSARY OF CAD TERMS:

VISUAL ARTS TERMS

- abstract:** It is an artwork that is created to look like something else other than the object it really represents. An idea or concept which does not look like the original.
- aesthetics:** Standards applied in making judgement about the merit of an artwork.
- appraise/appraisal:** Determine the worth of; assess; estimate the nature, quality, importance of things. The act of examining someone or something in order to judge their qualities, success or needs.
- appreciate/appreciation:** Understanding how good or useful someone or something is. Recognition and enjoyment of the good qualities of someone or something.
- appliqué:** An artwork or design made by cutting pieces of one material and fixing them onto the surface of another.
- artefact:** An object made or used by human beings, especially during a specific period of the past.
- artwork:** The outcome product or result of using a creative process to design and make objects for aesthetic purposes and to communicate ideas through visual language. Any of the art forms, such as drawing, painting, sculpture, or other artistic productions.
- artist:** A person who designs and makes artworks.
- assemblage:** A three-dimensional composition made by combining (assembling) a variety of objects, often found objects.
- balance:** A state of equilibrium referring to the balance of weight or the arrangement of elements in a design.





Designs may be balanced on both sides from the centre (symmetrical) or balanced off the centre (asymmetrical).

- batik:** It is a technique of decorating fabric using a wax-resist dyeing method. Batik is made either by drawing or stamping the motifs using wax.
- bead making:** It is a form of art whereby glass or clay is fired with a hole in it to make beautiful jewellery. It is also the art of arranging beads into different designs to form necklaces, bracelets, crowns, rings, earrings, anklets and so on.
- bisque:** An unglazed pottery ware that has been fired at a low temperature to make handling easier.
- calligraphy:** Beautiful handwriting made with a quill, reed pen or brush.
- carving:** A sculpting technique in which the sculptor cuts, chips or whittles away part of a solid mass of material e.g. wood, clay or stone, to create a sculpture. Carving is also referred to as a subtractive process.
- casting:** A sculpting technique in which liquid substance (metal or clay) is poured into a mould and allowed to harden.
- ceramics/pottery:** Artworks made out of clay and then 'fired' to make them permanent.
- ceremonial art:** Art made to honour a person or event.
- clay:** Sticky earth that is used in pottery and ceramics. It is wet, and it hardens after drying or heating.
- coiling:** A method of forming pottery from rolls of clay.
- collage:** Artwork made by attaching pieces of paper or other material to a flat surface.





- colour:** The hue, tint and shade of pigment. Colour has three properties – hue, value and intensity.
- colour wheel:** A circle diagram that shows how colours are related.
- complementary colours:** These are colours that are opposite to one another on the colour wheel, e.g. red and green, blue and orange, and yellow and violet.
- composition:** The arrangement or organisation of elements in a work of art.
- contour drawings:** The drawing of an object as though the drawing tool is moving along all the edges and ridges of the form.
- construction techniques:** Different ways of putting materials together (e.g. stapling, cutting, gluing, taping, etc.).
- contrast:** The difference between two or more elements in a design or the degree of difference between the lightest and darkest parts of a picture.
- cool colours:** Colours suggesting coolness, e.g. blue, green and violet. They are used to capture and represent cool things like water or the forest. Artists use them to create moods.
- creativity:** The ability to use the imagination to develop new and original ideas or things, especially in an artistic context.
- design:** The plan, conception or organisation of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole.
- distortion:** The condition of being twisted or bent out of shape. In art, distortion is often used as an expressive technique.
- dominance:** The importance of the emphasis of one aspect in relation to all other aspects of a design.





- drawing:** A two-dimensional artwork made with a pencil or crayon.
- drawing techniques:** The different ways of drawing, such as hatching, stippling, contour, blending or shading:
- Hatching:* drawing repeating parallel lines to create a texture or value
- Cross-hatching:* drawing repeating crossing lines to create a texture or value
- Contour:* drawing the outlines of a shape or form
- Blending:* smudging to create a texture or value
- Shading:* creating various gradations of value
- elements of design/art:** Sensory components used to create works of art: line, colour, shape/form, texture, value, space.
- emphasis:** Special stress given to an element to make it stand out. Emphasis is what we notice first in an artwork.
- engraving:** The method of cutting or incising a design into a material, usually metal, with a sharp tool.
- expressive art:** Ideas that express moods. Art created to show feeling or emotion.
- figurative:** Pertaining to representation of form or figure in art
- foreground:** Part of a two-dimensional artwork that appears to be nearer the viewer or in the front. Middle ground and background are the parts of the picture that appear to be farther and farthest away.
- focal point:** The part of a work of art on which attention becomes centred because of an element that has been emphasised in a way.
- form:** A three-dimensional volume or the illusion of three dimensions (related to shape, which is two-dimensional); the particular characteristics of the





	visual elements of a work of art (as distinguished from its subject matter or content).
frottage:	Designs and textural effects that are created by placing paper over objects that have raised textured surfaces and rubbing the paper with pencil or crayon.
function:	The purpose and use of a work of art.
functional art:	The kind of art that is made to be used or serve a purpose.
gallery:	A place for displaying or selling artworks.
genre:	The representation of people, subjects and scenes from everyday life.
gesture drawing:	The drawing of lines quickly and loosely to show movement in a subject.
glaze:	In ceramics, it is the thin, glossy coating fired onto pottery. In painting, it is a thin layer of transparent paint.
green ware:	Bone-dry, unfired pottery.
hand-building:	Making clay forms by a non-mechanical process, such as pinching, coiling and slab building.
harmony:	The principle of design that combines elements in a work of art to emphasise the similarities of separate but related parts.
hue:	The name of a colour (e.g., red, blue, yellow, orange).
illustration:	A picture specifically designed for the purpose of communicating commercial ideas, such as images for CD covers or books.
incise:	To remove (subtract) clay by cutting into the surface.
installation art:	The hanging of ordinary objects on museum walls or the combining of found objects to create something





	completely new. Installation art now includes art as a concept.
intensity:	Also called chroma or saturation. It refers to the brightness of a colour (colour is full in intensity only when it is pure and unmixed). Colour intensity can be changed by adding black, white, grey or an opposite colour on the colour wheel.
landscape:	A work of art that shows an outdoor scene.
larquette:	A small model (as of a sculpture or a building).
leather-hard:	The condition of a clay body when much of the moisture has evaporated and shrinkage has just ended but the clay is not totally dry. Joining slabs, carving or burnishing is done at this stage.
line:	A point moving in space. Line can vary in width, length, curvature, colour or direction.
loom:	A frame or machine for weaving fabrics.
mass:	The outside size and bulk of a form, such as a building or a sculpture; the visual weight of an object.
media:	Plural of medium, it refers to materials used to make art; categories of art (e.g., painting, sculpture, film).
medium:	A material used to produce art; for example, paint, clay, fibre. The plural of medium is media.
middle ground:	Area of a two-dimensional work of art between the foreground and background.
mixed media:	A work of art for which more than one type of art material is used to create the finished piece.
modelling:	A sculptural technique of manipulating a soft material to create a three-dimensional form.
monochromatic:	A colour scheme involving the use of only one hue that can vary in value or intensity.





mood:	The state of mind or feeling communicated in a work of art, frequently through colour.
mosaic:	An artwork that is created by pasting a surface with very tiny pieces of other materials.
motif:	A unit repeated over and over in a pattern. The repeated motif often creates a sense of rhythm.
movement:	The principle of design that deals with the creation of action.
multimedia:	Computer programmes that involve users in the design and organisation of text, graphics, video and sound in one presentation.
mural:	A painting generally drawn or painted directly onto an interior or exterior wall.
narrative art:	An artwork that tells a story or shares information.
negative (space):	The empty space or shape containing or surrounding an image in a two or three-dimensional artwork. They represent areas not occupied by objects.
neutral colours:	The colours black, white, grey and variations of brown. They are included in the colour family called Earth colours.
non-objective:	Having no recognisable object as an image. Also called non-representational.
observational:	Skills learned while observing first-hand the object, figure or place. They are required for achieving good drawings.
pattern:	Anything repeated in a predictable combination. A line, shape or colour repeated again and again.
performance art:	A type of art in which events are planned and enacted before an audience for aesthetic reasons.





perspective:	A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.
point of view:	The angle from which the viewer sees the objects or scene.
portfolio:	A systematic, organised collection of students' work.
portrait:	A work of art that shows a specific person or group of people.
positive (space):	The actual shape or space that an image occupies in a design or composition.
primary colours:	They refer to the colours red, yellow and blue. From these, all other colours are created. They are colours that cannot be made from other colours.
printmaking:	The transferring of an inked image from one surface (from the plate or block) to another (usually paper).
principles of design:	The organisation of works of art. They involve the ways in which the elements of art are arranged (balance, contrast, dominance, emphasis, movement, repetition, rhythm, variety, unity).
proportion:	The size or amount of one thing compared to that of another thing.
realistic art:	Artworks that show things the way they really look.
reflection:	Personal and thoughtful consideration of an artwork, an aesthetic experience or the creative process.
relief:	A type of sculpture in which forms project from a flat background; areas of relief may be concave or convex: <i>Bas-relief</i> – a low relief <i>High relief</i> – a sculptural relief that stands out or protrudes from the background





Additive relief – a type of relief in which elements are added and protrude from a surface

Subtractive relief – a type of relief in which elements are carved, etched or inscribed into a surface

- resist:** An art process using two or more materials that do not mix, such as crayon and watercolour, or wax and dye.
- rhythm:** Intentional, regular repetition of lines of shapes to achieve a specific repetitive effect or pattern.
- rubric:** A guide for judgement or scoring; a description of expectations.
- scale:** Relative size, proportion used to determine measurements or dimensions within a design or work of art.
- scoring:** In pottery/ceramics, scratching the surfaces of both pieces of clay before joining them together; in paperwork, the incising of the surface to enable precise folding.
- screen printing:** A printmaking technique in which a screen is used as the printing block or plate.
- sculpture:** A three-dimensional work of art either in the round (to be viewed from all sides) or in *bas relief* (low relief in which figures protrude slightly from the background).
- secondary colours:** Colours that are a mixture of two primary colours. Red and yellow make orange, yellow and blue make green, and blue and red make violet.
- shade:** Colour with black added to it.
- shape:** A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.





silhouette:	Outline drawing of a shape filled in with a solid colour.
sketch:	A drawing without much detail, usually completed in a short time.
slab building:	A hand-building method with clay using flat rolled out sheets of clay.
slip:	Liquid or fluid clay used in joining clay pieces and also for surface decoration.
smudging:	Merging colours applied to a surface with a graphite pencil, brush, crayon, coloured pencil or other medium; sometimes called feathering or blending.
soft sculpture:	Sculpture made with fabric and stuffed with soft material.
solvent:	The liquid that controls the thickness or the thinness of paint.
space:	The emptiness or area between, around, above, below, or contained within objects. Shapes and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them.
still life:	Arrangement or work of art showing a collection of inanimate objects.
structure:	The way in which parts are arranged or put together to form a whole.
style:	A set of characteristics of the art of a culture, a period or school of art. It is the characteristic expression of an individual artist.
subtractive:	It refers to the sculpting method produced by removing or taking away from the original material (the opposite of additive).
symbol:	An image that represents something else.





texture:	The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.
theme:	An idea based on a particular subject.
three-dimensional:	Having height, width and depth. Also referred to as 3-D.
tint:	A colour mixed with white to make it lighter.
tone:	Colour shaded or darkened with grey (black plus white).
two-dimensional:	Having height and width but not depth. Also referred to as 2-D.
unity:	Total visual effect in a composition achieved by the careful blending of the elements of art according to the principles of design.
value:	Lightness or darkness of a hue or neutral colour. A value scale shows the range of values from black to white.
variety:	A principle of art concerned with combining one or more elements of art in different ways to create interest.
virtual:	An image produced by the imagination and not existing in reality.
visual arts:	The study of and creation of symbolic and/or realistic creative expressions using visual imagery to communicate personal, cultural, historical and/or universal thoughts, ideas, feelings and beliefs to satisfy the human need. They include drawing, painting, pottery, calabash arts, leatherworks, beadmaking, photography, sculpture, weaving, architecture, etc., that can evoke emotional, aesthetic and intellectual responses.
visual literacy:	Includes thinking and communication. Visual thinking is the ability to transform thoughts and





information into images; visual communication takes place when people are able to construct meaning from a visual image.

visual metaphor:

Images in which characteristics of objects are likened to one another and represented in that order. They are closely related to concepts about symbolism.

volume:

The space within a form (e.g. in architecture, volume refers to the space within a building).

warm colours:

Colours suggesting warmth: red, yellow and orange. They are colours that remind us of warm things like the sun or fire; artists use them to create moods.

warp:

In weaving, lengthwise yarns held in place and crossed by weft (width wise) yarns.

water colour:

Transparent pigment mixed with water. Paintings done with this medium are known as watercolours.

weaving:

The technique of making a basket, doormat, fabric, etc., by interlacing yarns, fibres or weavers under and over each other by hand or on a loom.

weft:

In weaving, the yarns that are carried over and under the warp yarns.

yarn:

Fibres spun into strands for weaving, knitting or embroidery.

zone of focus:

The area in an image that appears with the most clarity.



MUSIC TERMS

absolutism:	An aesthetic philosophical viewpoint that holds that “musical meaning lies exclusively within the context of the work itself.”
aerophones:	Instruments played by blowing air through the instrument, e.g. <i>Wia</i> or <i>Atenteben</i> .
aesthetic appreciation report:	A description of how beautiful a piece of music is to you; the emotional values music elicits in you; or making a judgement of the sentiments and taste of a piece of music (viewpoints—absolutist, formalist, referentialist and expressionist).
African diaspora indigenous musician:	A renowned Ghanaian traditional musician who has left his original homeland and settled overseas either in the West (occidental) or in the East (oriental), e.g., Guy Warren (aka Kofi Ghanaba), Kakraba Lobi,
African diaspora popular musician:	A renowned Ghanaian popular musician who has left his original homeland and settled overseas either in the West or in the East, e.g., Nana Acheampong, Kwesi Pee, Ancient Awuah
allegory:	A story, poem or picture that can be interpreted to reveal a hidden meaning, typically of a moral or political one.
allegro:	An Italian word that describes or directs the tempo, or speed, of music. It means lively, cheerful or brisk.
arpeggios:	The notes of a chord played in rapid succession, either ascending or descending.
art musician:	A musician who has formal/informal music education or training and writes or performs classical music.
ascending:	Singing or playing musical notes of the scale arranged from the lowest pitch to the highest.
atenteben:	A bamboo flute popularised by the Ghanaian Ephraim Amu. Originally, the flute is an indigenous instrument of the Kwahu people of Ghana. It is known for its solemn sound, especially used in playing funeral dirges.
audiation:	It refers to comprehension and internal realisation of music, or the sensation of an individual hearing or feeling sound when it is not physically present.
axatse:	Rattle in an Anlo ensemble, e.g., Agbadza, Gahu, Astiagbeko, Kinka.

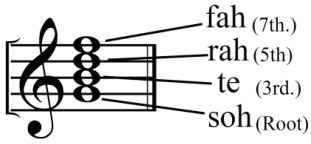




bass drum:	The largest or biggest drum in the school marching band.
beat:	It is the basic unit of time, the pulse of the mensural level. The beat is often defined as the rhythm listeners would tap their toes to when listening to a piece of music, or the numbers a musician counts while performing. The arithmetic or numeral values of the note against the crochet beat are as follows: Crotchet = 1 beat, Minim = 2 beats, Quaver = $\frac{1}{2}$ beat and Semibreve = 4 beats.
cadence:	A cadence is “a melodic or harmonic configuration that creates a sense of resolution [finality or pause].” A harmonic cadence is a progression of two chords that concludes a phrase, section or piece of music. In other words, they punctuate musical phrases. E.g. perfect, imperfect, interrupted and plagal.
castanet:	It is known in Akan as <i>Frikyiwa</i> . It is a small metallic musical instrument used for time lines.
choral groups:	A body of singers who perform together as a group is called a <i>choir</i> or <i>chorus</i> . The former term is very often applied to groups affiliated with a church (whether or not they actually occupy the choir) and the second to groups that perform in theatres or concert halls, but this distinction is far from rigid.
chordophones:	Instruments from which sound is made by a vibrating chord or string, e.g. Goji.
choreography:	The art of composing, writing, acting or producing plays; a literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.
combo:	A small group of musicians who play together or dance or perform jazz music.
concert:	A concert is a live music performance in front of an audience. The performance may be by a single musician, sometimes then called a recital, or by a musical ensemble, such as an orchestra, choir or band.
conducting:	The art (or method) of controlling an orchestra or operatic performance, or choir by means of gestures; the control including the beating of time, ensuring correct entries, and the shaping of individual phrasing.





conducting patterns:	Strokes or hand patterns made by a conductor to help performers feel different pulses and beats.
crescendo:	An Italian word that describes or directs the dynamics, or loudness, of music. It means gradually increasing in loudness.
cymbals:	A musical instrument consisting of a slightly concave round brass plate which is either struck against another one or struck with a stick to make a ringing or clashing sound.
descending:	Singing or playing musical notes of the scale arranged from the highest pitch to the lowest.
diminuendo:	An Italian word that describes or directs the dynamics, or loudness, of music. It means gradually decreasing in loudness.
dominant seventh chord:	 <p>It is a chord composed of a root, major third, perfect fifth and minor seventh. It can be also viewed as a major triad with an additional minor seventh. It is denoted using popular music symbols and adding a superscript "7" after the letter designating the chord root.</p>
duet:	Music for two voices of instruments.
durational symbols:	The symbols that represent time and action in musical space are semibreve, minim, crotchet, quaver, semiquaver, demi-semiquaver and hemi-demi-semiquaver.
durational values:	They are symbols that represent time and action in musical space; they delineate and mark off varying values of sound (and silence) in a composition. It is the length of time a pitch, or tone, is sounded. Additionally, they are proportional to one another as to how they may be divided from larger into smaller values. Also see <i>beat</i> .
dynamics:	The variation in loudness between notes or phrases. Some symbols used to represent dynamics are <i>p</i> , <i>pp</i> , <i>mf</i> , <i>f</i> , <i>ff</i> , etc.
echo clap/shout:	Clapping back a rhythmic pattern immediately after a given pattern.





elements of music:	<i>Rhythm:</i> Long and short notes combine to make rhythm.
	Duration: how long or short a sound (or silence) lasts.
	Tempo: the speed of the music (Note: Tempo indications are often designated using Italian terms):
	Largo = slow
	Adagio = slow
	Andante = steady walking tempo
	Moderato = moderate
	Allegro = fast
	Presto = very fast
	<i>Dynamics:</i> Loud sounds, soft sounds
	<i>Pitch:</i> How high or low a sound is.
	<i>Tempo:</i> Speed of music – fast or slow
	<i>Form and Structure of music:</i> How a piece of music is organised, e.g. AB (Binary form) is a piece of music that has two sections, ABA (Ternary form) is a three-sectional music. <i>Call and response</i> – In most African songs, singers are divided into two. The first group is made up of one person known as the <i>Cantor (call)</i> , while the rest of the singers forming the second group are known as the <i>Chorus (response)</i> . The cantor leads the singing while the chorus sings after the cantor.
	<i>Texture:</i> How different sounds or instruments are combined in a piece of music, and the nature of sounds produced by each instrument.
<i>Timbre:</i> (pronounced "Tam – ba") Tone colour or quality of sound that allows one to distinguish between one instrument and another, e.g. trumpet, piano, etc.	
<i>Melody:</i> A combination of different sounds or pitches and rhythm. If you can sing, hum or whistle any song or tune, that is melody.	
<i>Harmony:</i> Two, three or four sounds played or sung at the same time.	





enquiry:	(a). A request for information. (b). a systematic investigation often of a matter of public interest. (c). examination into facts or principles: research. Any process that has the aim of augmenting knowledge, resolving doubt or solving a problem.
expressionism:	An aesthetic philosophical viewpoint that states that “the expressionist would argue that these same relationships (absolutism, formalism and referentialism) are in some sense capable of exciting feelings and emotions in the listener.”
flute:	It is a family of musical instruments in the woodwind group. Unlike woodwind instruments with reeds, a flute is an aerophone or reedless wind instrument that produces its sound from the flow of air across an opening. Flute is an orchestral instrument.
form in music:	The structure of musical piece.
formalism:	An aesthetic philosophical viewpoint that states that “the meaning of music lies in the perception and understanding of the musical relationships set forth in the work of art and that meaning in music is primarily intellectual.”
forte:	An Italian word that describes or directs the dynamics, or loudness/softness, of music. It means loud.
game songs:	Songs children sing during play/games, e.g. stone passing game songs.
harmony:	Simultaneous occurring pitches (tones, notes) or chords. Notes sounded vertically.
idiophone:	Self-sounding instruments, i.e. sound that is produced through the vibration of the body of the instrument, e.g. bell, castanet, <i>Axatse</i> , <i>Gankogui</i> , etc.
improvisation:	Created spontaneously or without specific or scripted preparation.
indigenous genres:	Dances from the local community.
instrumentation:	The arrangement or a composition of a piece of music for particular instruments.
internalise:	Ability to hear sound in your mind. Also see <i>Audiation</i> .





intervals:	The distance between any note and the next note whether black or white. Intervals are measured by the number of letter names from the lowest note upwards with both notes included in the count, e.g. C – G may be measured as C D E F G that is 5 notes in all; therefore, the interval is a 5 th . C – E is C D E and that is a 3 rd because 3 notes or letters are involved.
key signature:	The time signature (also known as metre signature or measure signature) is a notational convention used in Western musical notation to specify how many beats (pulses) are contained in each measure (bar), and which note value is equivalent to a beat.
largo:	An Italian word that describes or directs the tempo, or speed, of music. It means very slow. It is usually considered to be slower than <i>adagio</i> , and with great dignity.
manuscript sheet:	Sheet for the notation of music usually ruled in five lines called the staff.
melodic contour:	The rise and fall of pitches in a melody.
melodic instruments:	Musical instruments that only play a note at a time, i.e., melodically, e.g., trumpet, atenteben.
melodic patterns:	Sing a known song and clap out every word you sing and that gives you the melodic patterns.
membranophones:	Drums made with parchment heads or membrane (animal skin). Sound is produced by striking or scraping the membrane with the hand or an object like a stick.
musical score:	A written form of a musical composition put on a manuscript sheet.
octave:	An octave or perfect octave is the interval between one musical pitch and another with double its frequency. E.g., from C to C ¹ or say G to G ¹ .
ostinato:	It is a motif or phrase that persistently repeats in the same musical voice (especially in the bass), frequently in the same pitch.





patriotic songs:	Songs sung to show love for one's country or the passion which inspires one to serve his or her country.
piano:	An Italian word that describes or directs the dynamics, or loudness/softness, of music. It means soft.
poco a poco:	An Italian word that describes or directs the tempo, or speed, of music. It means "little by little" or gradually.
pop music bands:	Popular music is music with wide appeal that is typically distributed to large audiences through the music industry . These forms and styles can be enjoyed and performed by people with little or no musical training . It stands in contrast to both art music and traditional or "folk" music .
referentialism:	An aesthetic philosophical viewpoint that states that "musical meanings refer to the extra musical world of concepts, actions, emotional states and character."
rehearsal:	An activity in the performing arts that occurs as preparation for a performance in music, theatre, dance and related arts, such as opera, musical theatre and film production. The term "rehearsal" typically refers to ensemble activities undertaken by a group of people.
rests:	They are intervals of silence in pieces of music, marked by symbols indicating the length of the pause. Each rest symbol and name corresponds with a particular note value, indicating how long the silence should last, generally as a multiplier of a measure or whole note.
rhythm:	It is defined as the division of music into regular metric portions; the regular pulsation of music; the movement of the music in time; a pattern of different duration over the steady background of the beat.
rhythmic patterns:	The various rhythms played by individual instruments in drum music (Adowa, Agbadza, Kpanlogo, Kundum, Bawa) are all rhythmic patterns.
scale:	An alphabetical succession of sounds ascending and descending from a starting note. E.g., C D E F G A B (d r m f s l t d). A scale gets its name from where it starts. The white piano keys from C to C form a C major scale. These eight notes (C, D, E, F, G, A, B, and then C again) represent the C major scale.





snare drum:	A percussion instrument that produces a sharp staccato sound when the head is struck with a drum stick due to the use of a series of stiff wires held under tension against the lower skin.
solfege:	In music, solfège or solfeggio, also called sol-fa, solfa, solfeo, among many names, is a music education method used to teach aural skills, pitch and sight-reading of Western music. It is a system where every note of a scale is given its own unique syllable, which is used to sing that note every time it appears (<i>do, re, me, fa, so, la, te, do</i>).
solo:	Music for one voice or one instrument.
sound:	The sounds are produced by instruments in which the periodic vibrations can be controlled by the performer. Sound wave can be described by five characteristics: wavelength, amplitude, time-period, frequency and velocity or speed.
staff:	(plural: staves) Uses five parallel lines and four spaces to notate (write down) the pitches of music.
syncopation:	It is a term relating to rhythm which has "off-the-beat" accents.
time signature:	It is a notational convention used in Western musical notation to specify how many beats are contained in each measure, and which note value is equivalent to a beat.
treble clef:	A clef indicates which note names go on which lines (and spaces between the lines) on the staff. Clefs are written at the start of the staff. Treble clef designates the second line from the bottom as G. The lines in treble clef represent the pitches E, G, B, D, and F. The spaces are F, A, C, and E.
triads:	A triad is a three-note chord built of two third intervals stacked on top of each other. The three notes are called root, third and fifth from bottom to top. In the chord below, the two third intervals are C to E and E to G.
triangle:	It is an idiophone type of musical instrument in the percussion family. It is a bar of metal, usually steel but sometimes other metals such as beryllium copper, bent into a triangle shape. The instrument is usually held by a loop of some form of thread or wire at the top curve.
trio:	Music for three voices or instruments.





DANCE AND DRAMA TERMS

acting:	The imitation of an action. It is the outward expression of the inner feeling of characters in a play or story.
analysis:	Detailed examination of the elements or structure of a play, dance or music.
apron:	The projecting strip of stage for playing scenes and in front of the stage curtains.
aside:	Moving to one side of the stage to deliver dialogue directly to an audience.
balance:	Distribution of weight on stage in drama. Different elements applied in correct proportions in dance.
blocking:	The placement and specific movements of actors on stage, usually planned by the director.
body positions:	A western concept of the four positions of feet or the five positions of the arms in dance.
body profile:	Outline of a person's face or as seen from one side.
characterisation:	This is the role and nature of a character in a play. It is the playwright's means of differentiating one personage from another.
characters:	These are the human and non-human entities in a play or story to drive actions of the story or play.
choreography:	The art of composing a dance to portray life as self-expression or to tell a story.
costume:	A garment of clothes worn by an actor, dancer or performer for a particular role.
cultural troupes:	Any group of actors, dancers, musicians who come together to rehearse and perform to entertain.
dance:	The movements in response to a rhythm.
dance drama:	A type of dance that combines acting and dance movements to reach an audience.





drama:	It refers to a script or play written in dialogue with stage directions purposely constructed to be acted before an audience.
drumming:	Striking with sticks or beating with the palms on a membranophone.
dynamics:	In drama, it is the flow of a performance. In dance, it is the force, energy or the tension in the movement.
form:	The structure of a play, dance or music.
harmony:	Flawless combination of sequentially arranged movements, actions or events in a play.
improvise:	Produce or create dance, music or drama using whatever resources available.
kpanlogo:	A traditional dance of the Ga people of Accra in Ghana.
make-up:	Materials such as cosmetics and costumes that an actor, dancer or musician uses to portray a role.
masking:	Concealing an action on stage, or part of an actor or dancer from the audience.
mime:	A silent form in which a character presents a story with only movements and gestures. It is short, usually improvised and may be comical or serious and often topical.
mimicking:	Imitation of any living thing especially for entertaining or ridiculing.
neo-traditional:	A blend of traditional and modern practices.
one act play:	A play that has only one act that usually occurs in a few scenes. Full plays have several acts.
plot:	This is the sequential arrangement of events in a story or play – beginning, middle and end.
poetry:	A literary work that makes use of a combination of special words which express feelings and ideas by the use of a distinct style and rhythm.
posture:	The position of a person's body or parts especially for the purpose of communicating a character.





props:	Objects on stage related to performance e.g. furniture, decoration, accessories, etc.
proscenium theatre:	A type of theatre that has a picture-framed stage.
protagonist:	The main character in a story or play.
rehearsal:	Preparation for any stage performance.
rhythm:	Regular or repeated patterns, movements or actions.
scenery:	Painted back-cloths, flats or stage structures, etc. used to represent a location in a theatre or stage.
skit:	A very short play or dramatisation.
stage-lighting:	The process of illuminating the stage in a theatre or performance/acting space.
synopsis:	A gist or summary of a story, play or dance performance.
tempo:	How fast or slow a play or dance performance is.
theatre games:	Warm up exercises used to build the concentration of actors or dancers and as a means of rehearsing dramatic materials.
thrust stage:	The stage that has audience sitting in all three sides.

Note that the above list is not exhaustive. Teachers are advised to augment the list and be conversant with all the terms in the glossary for the purpose of setting their examination questions.



