GHANA EDUCATION SERVICE

(MINISTRY OF EDUCATION)

REPUBLIC OF GHANA

CREATIVE ART AND DESIGN
COMMON CORE PROGRAMME CURRICULUM
(BASIC 7 - 10)

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

NaCCA

Creative Art and Design Curriculum for B7- B10

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INTRODUCTION

In the first four years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasizes a set of high, internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The (CCP) runs from Basic 7 through Basic 10.

The common core attributes of the learner, which describe the essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective), are at the centre of the CCP (see Figure 1). Inspired by the values which are important to the Ghanaian society, the CCP provides an education of the heart, mind and hands in relation to on the learner's lifetime values, well-being, physical development, metacognition and problem-solving. Ultimately, this will produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

The features that shape the common core programme are shown in Figure 1. These are

- learning and teaching approaches – the core competencies, 4Rs and pedagogical approaches
- learning context – engagement service and project
- learning areas – mathematics, science, computing, language and literacy, career technology, social studies, physical and health education, creative arts and design and religious and moral education.

These are elaborated subsequently:

Learning and teaching approaches

- *The core competences:* Describe the relevant *global skills for learning* that the CCP helps learners to develop in addition to the 4Rs. The global skills for learning allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, culturally and globally sensitive citizens who are life-long learners that have keen interest in their personal development.

Figure 1: Features of the CCP

- *Pedagogical approaches:* The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning, and holistic learning as well as cross disciplinary learning.
- *The 4Rs across the Curriculum:* The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become fluent in.

Learning context

The CCP places emphasis on engagement of learners in the classroom activities, projects (in and outside the classrooms). These projects can involve individual or group tasks which all learners are required to complete by the end of Basic 10. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavor. Community service offers opportunity for learners to nurture, love and care for their community and solve problems in the community.

Learning Areas

The CCP comprises the following subjects:
1. Languages (English, Ghanaian Languages, French, Arabic)
2. Mathematics
3. Science
4. Creative Arts and Design
5. Career Technology
6. Social Studies
7. Computing
8. Religious and Moral Education (RME)
9. Physical and Health Education

This document sets out the standards for learning *Creative Arts and Design* in the Common Core Programme (CCP). The standards in the document are posited in the expectation that CCP (B7 – B10) will offer quality education for all types of learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1. It emphasizes a set of high internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these competencies in *Creative Arts and Design* for post-secondary education, the workplace training or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

RATIONALE – *CREATIVE ARTS AND DESIGN* (CAD)

Creative Arts and Design (CAD), is a new subject that has been introduced at the Common Core Programme (CCP) level in educating the Ghanaian child. The subject is a multifaceted discipline which is both multidisciplinary and interdisciplinary. The subject comprises four major disciplines namely (i) *Design*, (ii) *Visual,* (iii) *Music,* (iv) *Dance and Drama*. As CAD, the disciplines become integrated and complement each other. Consequently, learners will have the privilege to study CAD for a statutory period of 200 minutes every week.

Creative Arts and Design (CAD) provides opportunities for a learner to: self-explore, self-express, build mental focus, skilfully use hands to create (physical dexterity), manage and reduce stress, achieve personal satisfaction and enjoyment. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture or painting, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play. The skills acquired through the study of CAD will enable learners to improve their performance in other learning areas. It also prepares them for the modern world of work. In addition, we envisage that CAD will be generating a significant part of the creative and intellectual capital that will drive our country's economy in future. It will also provide an avenue for personal realisation in at least one art discipline in which they will continue to be actively involved in their adult lives, as well as support in their communities.

Creative Arts and Design study at the basic school level is aimed at developing a functional and all-round learner. Learners are exposed to the 3Hs of Head (cognitive/mind/thinking), Hand (psychomotor/body) and Heart (affective/feelings). CAD inculcates in the learner the basic knowledge and understanding of diverse cultures, strong logical competencies, and a range of comprehensive communication and interpersonal skills. Learners are to become critical thinkers and problem solvers as a result. Their self-esteem and sense of emotional intelligence is also improved as they engage in tasks that require intuitive, emotional, holistic, nonverbal and visual-spatial methods for processing ideas and issues.

Therefore, the study of *Creative Arts and Design* will:
1. develop learners to have creative and innovative skills, critical thinking and problem-solving skills, collaborative and communicative skills.
2. engage learners to acquire, develop and express their feelings and emotions in different ways during the learning process for effective transfer of knowledge: vertically and horizontally.
3. shape the individual's personal sense of social and cultural identity.
4. facilitate the recognition of the importance and value of the culture of the people; locally, nationally and globally.

5. prepare and predisposes the learner for advance learning in senior high school and college thus contributing to informed choices of career courses and vocations in the creative arts industry.
6. transmit, promote and preserve the culture of the nation.
7. help learners think critically and imaginatively to develop ideas for designing, making and responding to artistic processes and products.
8. embrace all domains of knowledge and life: intellectual, social, psychological, spiritual, artistic, aesthetic and physical.
9. provide avenues for performing, producing, self-expression, visual knowledge and the sense of discrimination between what is beautiful and unpleasant, so that people can make the right choices.
10. develop the skills, ability and aptitudes to adapt positively to:
    i. the changing local and global environment and
    ii. the need to sustain it.

PHILOSOPHY – CREATIVE ARTS AND DESIGN

PHILOSOPHY FOR TEACHING AND LEARNING

In our ever growing industrialised and technological society, there is the urgent need to generate a learning system that will not just give knowledge to individuals but also the necessary skills to develop the right values and attitudes. *Creative Arts and Design* education is to guide the learner to acquire 21st century skills of communication and collaboration, critical thinking and problem solving, personal development and leadership, cultural identity and global citizenship, creativity and innovation, digital literacy, financial literacy, open-mindedness, etc., on one hand, and instil the nation's core values of honesty, integrity, cooperation, perseverance and grit, teamwork, respect for others and responsible citizenry on the other.

PHILOSOPHIESUNDERPINNING THE TEACHING OF CAD

The philosophy for teaching *Creative Arts and Design* is interconnected with the concept of mentoring of learners through consistent guidance and role modelling both inside and outside of the classroom. The teacher acts as a facilitator, inspires and encourages learners to become:
1. **Observant (sharp-eyed/eared):** Learn to look closely for details of an object mentally and draw/hear/see even if no object/sound/text is present.
2. **Inventive (visionary):** Learn to imagine and manipulate ideas and images from memory.
3. **Explorative:** Learn to take initiatives to explore, experiment and learn from experiences, e.g., trying other alternatives using non-traditional media, instruments, styles and techniques.
4. **Expressive:** Learn to convey personal opinions through artistic expression.
5. **Persistent:** Learn to persevere (grit), e.g. commit oneself to an activity or project and see it through to the end.
6. **Reflective:** Learn to become aware of personal interests, skills, knowledge and experiences to make critical decisions and judgments.
7. **Perceptive**: Learn to become aware through the senses – seeing, feeling, tasting, smelling and hearing.
8. **Appreciative**: Learn to appraise and talk about all the values of a person or thing.

PHILOSOPHIES UNDERPINNING LEARNING IN CAD

Creative Arts and Design respects the uniqueness of every learner. It develops individual talents based on the learning activities – music, dance, drama, drawing, modelling, casting, weaving, etc. Learners are offered the opportunity to work as individuals or in groups without discrimination or comparison. In CAD, learners engagethrough various learningapproaches and activities that promote critical thinking, brainstorming, decision making and learning. It helps learners to appreciate various aspects of the arts.

The CAD curriculum is designed to be interactive, exciting and stimulating. The teacher's primary role is to coach and facilitate learning and overall comprehension of materials, and to measure learning through both formal and informal forms of assessment, like group projects, learners' portfolios, and class participation.The high tech approach to learning that utilizes different technologies to aid learners in their classroom is employed in CAD. As much as possible, where available, computers, tablets and internet will be used to engage learners in the learning process.

The classroom environment (social and physical) should encourage learners to participate and collaborate inclusively, understand and respect their skills, abilities and experiences and those of others. This sets a sustainable pace in achieving expected learning outcomes in the 4Rs—**R**eading, w**R**iting, a**R**ithmetric and c**R**eativity. Ultimately, CAD enables learners to discover their talents, develop core competencies, and acquire functional and foundational skills that lead to lifelong learning.

AIMS OF CREATIVE ARTS AND DESIGN

The CAD curriculum is aimed at developing individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens.

SUBJECT AIMS

1. Educates the learner in Art and through Arts (head, heart and hands or 3-H Therapy).
2. Develops the learners' thinking capacity, reasoning power and an understanding of the world and its cultures.
3. Provides learners with the opportunity to respond and act creatively according to intuition.
4. Instils in the learner a lifelong critical mind: analytical and problem solving skills, creative and innovative skills.
5. Develops the emotional, material, spiritual, cultural and intellectual life of an individual.
6. Strengthens the power of imagination, creative thinking and self- expression.
7. Predisposes the learner to technical, vocational and entrepreneurial skills needed for industrialization.
8. Develops in the learner the skill of appreciation and appraisal of the creative arts and the artists /artistes.

INSTRUCTIONAL EXPECTATIONS

Creative Arts and Design (CAD) teachers are expected to recognise each learner's unique ability and put in place appropriate teaching and

learning strategies to meet the unique need of the individual learner. The approach is not a "one size fits all" because each learner has distinct skills, talents and capabilities. This approach calls for the use of a range of different pedagogical approaches that seek to address the needs of individual learners. The most important thing is that they are always ready to participate in a CAD lesson. Therefore:

1.   through class discussions, guide learners to be aware that creative activities are used to solve identified problems. For example:

•   the visual arts products beautify our homes, schools, churches, mosques, palaces and work places. They are used to give us information, educate us and show directions.

1.   the performing arts works are used to entertain us during social gatherings and religious functions. They are also used to educate us and advise us.

2.   lead learners to identify problems in the home, school and community that affect the individual, family, community and the country.

3.   guide them to discuss the effect of these problems on their education, health and sanitation, cultural beliefs and practices, job creation and employment, etc.

4.   lead them to investigate the causes of these problems through interviews, visits, observations, reading and group or class discussions, etc.

5.   guide learners through brainstorming activities, exploration with available tools, materials, instruments, materials and techniques (individually or in groups) to design, compose/make visual and performing arts projects to help solve an identified problem.

6.   let learners plan, display and share their artworks and compositions through exhibitions and performances with peers and other members of the community.

7.   guide learners to appreciate, appraise and critique their works, document the outcomes, reflect creatively on their findings and use the feedback to undertake future projects.

The goal of CAD as a subject at the primary level is to offer the learner the opportunity to explore and understand the world around him/her. CAD activities expand the learner's way of looking at objects, examining, expressing and adapting to conditions within the environment. Learners first learn to respond aesthetically to their environment through their senses – seeing, touching, tasting, hearing, smelling and movement or lifting. By their nature children are very curious about happenings around them which suggests the need to provide them with sensory experiences.

The curriculum is expected to predispose the learner to ideals and concepts of vocational education as the engine of economic growth with broad-based opportunities in addressing unemployment. Each learner possesses a range of talents and skills, and they need a variety of learning experiences in order to develop them fully. Lessons in CAD should enable learners to make sense of what they learn and to express themselves

freely and creatively.

Teachers of CAD should present the learner with options that make skills, concepts and experiences in creative arts applicable in other learning areas and in real world situations. Opportunities should be provided for visits to historical sites, galleries, museums, parks, centres of arts and culture, chief's palaces, theatres, drama studios, craft centres and production units to observe interact with practitioners to form the core of learning activities. These will enable learners to appreciate the nature of things and to focus their natural curiosity for self-learning, academic progression and career choices. Well-planned lessons which involve learners making decisions and responsibility of their own learning will help to achieve the goals of the learning. And become grounded in the acquisition of the – 4Rs (Reading, wRiting, aRithmetric and cReativity) – for life.

CAD teachers are encouraged to use the following 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, reflect on happenings around them,

• design, compose, make, perform and display using available materials, tools, equipment, instruments, props, costumes, ICT devices and

• examine, assess and make value judgments and recommendations for improvement or correction.

CORE COMPETENCIES

The core competencies describe a body of skills that teachers at the basic level should seek to develop in their learners. The competencies describe a connected body of core skills that are acquired throughout the processes of teaching and learning. They are the relevant global skills for learning that allow learners to develop, in addition to the 4Rs, to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, culturally identified individuals, digitally literate and global citizens who are have keen interest in their personal

development. In using this curriculum, we hope the core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

Critical Thinking and Problem Solving
Developing learners' ability to think and reason to enable them analyse issues and situations leading to the resolution of problems. This skill enables learners to draw on and demonstrate what they have learned and from their own experiences to analyse situations, choosing the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

Creativity and Innovation
This competence promotes in learners an entrepreneurial skill through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires imagination and predisposition to the arts, technology and enterprise. Learners having this competency are able to think independently and creatively as well.

Communication and Collaboration
This competence promotes in learners the skills to make use of languages, subject specific vocabulary, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate as teams and share ideas, engage in dialogue with others by listening and learning from them in ways that generate respect and value for all persons involved.

Cultural Identity and Global Citizenship
This involves developing in learners the competency to put country and service as foremost through an understanding of what it means to be active citizens by inculcating in them patriotism, a strong sense of environmental, social and economic awareness. Learners make use of the knowledge, skills, attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. They build skills to identify and critically analyse cultural and global trends to contribute to the world community.

Personal Development and Leadership (PDL)
This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures as they play active leadership roles in small and large group in and outside the classroom. They acquire skills and values to develop themselves and impart on other people. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development enables learners to distinguish between right and wrong. The skills foster perseverance, resilience and self-confidence. PDL helpslearners to acquire the skill of leadership, self-regulation and responsibility for lifelong learning.

Digital Literacy
Digital literacy develops learners to discover, acquire and communicate through ICT to support their learning. It also makes them use digital media

responsibly as they understand appropriate and inappropriate behaviour in cyberspace and their implications that help them to evaluate the quality and validity of information.

For effective lesson planning for teaching, learning and assessment, it is suggested that teachers refer to Appendix A for details of the components of the core competencies. These details comprise the unpacked skills such as: listening, presenting and team work for collaboration.

PROFILE OF EXPECTED LEARNING BEHAVIOURS

Learning Domains (CAD Expected Learning Behaviours)

A central aspect of this CAD curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are

- Knowledge, Understanding and Application
- Artistic Process (Creating, Performing, Presenting, Producing, Responding and Connecting)
- Attitudes and Values (Honesty, Integrity, Cooperation, Perseverance and Grit, Teamwork, Respect for Others and Responsible Citizenry).

Knowledge, Understanding and Application

Under this domain, learners acquire knowledge through learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing, etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesise knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music/dance/drama. Furthermore, the learners may be required to evaluate, estimate and interpret a concept. At the highest level, learners may be required to create, invent, compose, design and construct. These learning behaviours: "knowing", "understanding", "applying", "analysing", "synthesising", "evaluating" and "creating" fall under the domain of "Knowledge, Understanding and Application".

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to "describe" something after teaching and learning has been completed means that the learner has acquired "knowledge". Being able to explain, summarise, and give examples, etc. means that the learner has understood the concept taught.

Similarly, being able to "develop", "defend", etc. means that the learner can "apply" the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an "action verb" that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. "Knowledge, Understanding and Application" is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases tends to stress knowledge acquisition to the detriment of other higher level behaviours such as applying knowledge.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which you have to teach. The focus is to move teaching and learning from the level of mere acquisition of "knowledge" that involved memorisation of facts, reliance on formulas, remembering of facts learned without reviewing or relating them to the real world known as *surface learning* to a new position called *deep learning*. Learners are expected to deepen their learning by applying their knowledge to develop critical thinking skills, to explain issues, and reason to generate creative ideas to solve real life problems they would face in school and in their later adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and the key words involved in the "Knowledge, Understanding and Application" domain are as follows:

Knowing: The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall concepts already learnt and this constitutes the lowest level of learning.

Understanding: The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial or symbolic.

Applying: This dimension is also referred to as "Use of Knowledge". Ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover, etc.

Analysing: The ability to break down material/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts, etc.

Synthesising: The ability to put parts or ideas together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas, and solutions.

Evaluating: The ability to appraise, compare features of different things and make comments or judgment, contrast, criticise, justify, support, discuss, conclude, make recommendations, etc. Evaluation refers to the ability to judge the worth or value of some material based on some guide.

Creating: The ability to use information or materials to plan, compose, produce, manufacture or construct other products.

From the foregoing, creating is seen as the highest form of thinking and learning and is therefore the most important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to acquire critical thinking skills right from the lower primary level, it is advised that teachers do their best to help the learners develop reasoning skills.

To be effective, competent and reflective citizens who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems.

As the *Creative Arts and Design* subject is new, we believe there would be challenges delivering its content effectively. Some of the challenges include personnel to handle the specialized CAD disciplines, availability of equipment and resources, and statutory time available for teaching the subject on the basic school time table. Consequently, a **Teacher's Resource Pack** and **Learner's Resource Pack** have been developed to support and guide teachers.

Suggested Activities in the Exemplars: Teachers are to:
- **plan their teaching by first reading through the resource packs for the suggested activities and write their own lesson plans for their lesson delivery.**
- **they may re-order the suggested teaching and learning activities**
- **they may also add to them where necessary in order to achieve the best learner learning experiences**
- **make learners able to apply their knowledge in dealing with issues both in and out of school that extends learners' knowledge through homework / project work / community engagement suggestions, etc.**
- select teaching and learning activities that will ensure maximum learner participation
- avoid rote learning and drill-oriented approaches and rather emphasise participatory teaching and learning with special focus on the cognitive, affective and psychomotor domains wherever appropriate
- teach learners to be problem solvers.

In CAD, learners are expected to acquire valuable basic practical skills to serve as a foundation for further skills development. Observe and also ensure that learners exhibit skills and values in their behaviour and in creative activities.

Evaluation: Suggested mode of evaluating learners' performance in CAD lessons/activities are as follows:
1. Conceptualization/Ideation/Audiation: Originality, Creativity, Idea Development, Visualisation, Pre-imaging, Sketching, Internalising (pitch /rhythm /melody /harmony /body movement, etc), Singing, Instrument Playing, etc.
2. Planning/Preparation/Rehearsal: Acquisition of Tools, Props Materials, Costumes, Equipment and Instruments

3. Artistic Process (Creating/Composing/Producing): Selection and use of tools/instruments, materials, imagination; plan and make; evaluate and refine.
4. Presentation/Performance/Exhibition: Analysis, Responding, Appreciation, Appraisal, Criticism, Judgment and Connecting
5. Product/Composition: Finishing, Suitability, Usefulness, Aesthetic Appreciation and Cultural Value.
6. Core Values and Core Competences:honesty, integrity, cooperation, perseverance and grit, teamwork, respect for others, communication and collaboration, critical thinking and problem solving, personal development and leadership, cultural identity and global citizenship, creativity and innovation, digital literacy, financial literacy, open-mindedness.

Teachers should:
- design sets of tasks and assignments that will challenge learners to apply their knowledge to issues and problems
- engage learners in creating new and original items/compositions
- assist learners to develop positive attitudes for creative activities
- emphasise the issues of conceptualization, planning and making/composing as key components in evaluating learners work
- guide learners to transform what they know, understand and can do into creative products
- observe and guide learners as they work independently or in groups in the performance of various tasks since both process and products are equally important
- select and plan other learning activities to assist learners acquire, develop and demonstrate the **subject specific practices and Core Competencies outlined under the specific indicators** and exemplars of each content standard of the sub-strands/strands in addition to what have been suggested
- bear in mind that the curriculum cannot be taken as a substitute for lesson plans. It is therefore necessary that teachers develop a scheme of work and lesson plans for teaching the indicators and exemplars of this curriculum.

Note that:
- **CAD is taught as a practical subject. Learners are to be TAUGHT and EVALUATED PRACTICALLY.**
- **CAD is basically for the acquisition of practical skills.**
- **Though learners have to be taken through few theoretical lessons, this is to reinforce their learning and for ideation, conceptualization, brainstorming and critical thinking to find solutions to identified problems.**
- **Learners must observe, listen, reflect, brainstorm, discuss, compose, perform, respond, talk, report, describe.**

Skills and Processes

These are specific activities or tasks that indicate performance or proficiency in the learning of CAD. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning.

Practical Skills

Practical skills refer generally to the psychomotor domain. This involves the demonstration of manipulative skills using tools/equipment and materials to carry out practical operations, pre-image to solve practical problems, and produce items. The teaching and assessment of practical skills should involve projects, case studies and creative practical tasks. Skills required for effective practical work are the following:

1. Handling of Tools/Equipment/Materials
2. Observation
3. Craftsmanship/Draftsmanship
4. Perception
5. Creativity
6. Communication,

Tools/Equipment/Material Handling: Learners should be able to handle and use tools/equipment/materials properly for practical to acquire skills through creative activities.

Observation: The learner should be able to use his/her senses to make accurate observation of skills and techniques during demonstrations. The learner in this case should be able to apply or imitate the techniques he/she has observed for performing other tasks.

Craftsmanship/Draftsmanship: This involves the skillful and efficient handling of materials and tools for accomplishing specific tasks according to the level of the learners.

Perception: The learner should be able to respond to his/her environment using all the senses (seeing, hearing, smelling, touching, tasting and movement or kinesthetic. The learner should be encouraged to apply these senses to every project that is undertaken.

Originality/Creativity Learners should be encouraged to be creative or original and be able to use new methods in carrying out projects. Encourage them to be original in making own artworks and not to copy existing work. You can help them to be creative and original by encouraging any little creative effort, technique and product they may develop.

Communication: Learners should be guided to develop effective oral and written communication skills necessary for group work, reporting and appreciation etc.

ATTITUDES, VALUES AND PROCESS SKILLS

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them participate in debates and take a stand on issues affecting them and others.

The CAD curriculum aims at helping learners to acquire the following:

i. Commitment   determination to contribute to national development.
ii. Tolerance: willingness to respect the views of others.
iii. Patriotism: readiness to defend the nation.

iv. Flexibility in ideas: willingness to change opinion in the face of more plausible evidence.

v. Respect for evidence: willingness to collect and use data on one's investigation, and also have respect for data collected by others.

vi. Reflection: the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible faults and other ways in which the investigation or observation can be improved upon.

vii. Comportment: conforming to acceptable societal norms.

viii. Co-operation: the ability to work effectively with others.

ix. Responsibility: the ability to act independently and make decisions; morally accountable for one's action; capable of rational conduct.

x. Environmental Awareness: being conscious of one's physical and socio-economic surroundings.

xi. Respect for the Rule of Law: obeying the rules and regulations of the land.

The teacher should ensure that learners cultivate the above attitudes and skills as basis for living in the nation as effective citizens.

VALUES

At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy, should be consistent with the following set of values.

Respect: This includes respect for the nation of Ghana, its institutions and laws and the culture and respect among its citizens and friends of Ghana.

Diversity: Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

Equity: The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds which require the provision of equal opportunities to all and that, all strive to care for each other.

Commitment to achieving excellence: Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in anyfield of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.

Teamwork/Collaboration: Learners are encouraged to be committed to team-oriented working and learning environments. This also means that

learners should have an attitude of tolerance to be able to live peacefully with all persons.

Truth and Integrity: The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, be morally upright with the attitude of doing the right thing even when no one is watching. Also, be true to themselves and be willing to live the values of honesty and compassion. Equally important, is the practice of positive values as part of the ethos or culture of the workplace, which includes integrity and perseverance. These values underpin the learning processes to allow learners to apply skills and competences in the world of work.

ASSESSMENT IN THE CCP

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. Assessment may be formative, summative, diagnostic, or evaluative depending on its purpose. It is integral to the teaching-learning process, promotes student learning and improves instruction. In CCP, it is suggested that assessment involves assessment for learning, assessment of learning and assessment as learning, which are described in the subsequent paragraphs.

Assessment for Learning (AfL)

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learner is in their learning, where they need to be (the desired goal), and how best to get them there. AfL is one of the most suitable methods for improving learning and raising standards (Black and Wiliam, 1998)[1]. Assessment for Learning also refers to all their activities undertaken by teachers and/or by their learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. AfL can be achieved through processes such as sharing criteria with learners, effective questioning, and feedback.

AfL, therefore, provides timely feedback to ensure individual learners are assisted during the teaching and learning process using various strategies and questioning to measure the learning that has actually taken place. It is a continuous process that happens at all stages of the instructional process to monitor the progress of a learner and to offer feedback or change teaching strategies to achieve [performance standards of a lesson.

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[1]Paul Black & Dylan Wiliam (1998) Assessment and Classroom Learning, Assessment in Education: Principles, Policy & Practice, 5:1, 7-74, DOI: 10.1080/0969595980050102

Assessment of Learning (AoL)

Assessment of learning provides a picture of the achieved standards of the teacher and performance of students at the terminal stage of the learning process. This information provides data for accountability and educational decisions such as grading, selection and placement, promotion and certification. Through AoL, stakeholders such as parents and guardians are informed about the extent students have attained expected learning outcomes at the end of their grade or program.

Assessment as Learning (AaL)

Assessment as Learning develops and supports students' sense of ownership and efficacy about their learning through reflective practices. This form of self-assessment helps in building the competencies of learners to achieve deeper understanding of what their own learning and what they are taught.

What do we assess?

Emphasis in assessment in the CCP is on the Common Core Learner Attributes, which are essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective).

Knowledge and skills with emphasis on the 4Rs **in the learning areas**

Core competencies with emphasis on attitudes and values developed **through the learning and its context as well as the pedagogical approaches.**

The Process is illustrated diagrammatically in Figure 2.

How do we monitor progress?

School Based Assessments (SBA) covers all forms/modes of assessment including AfL, AaL and AoL (see Table 1), that can be undertaken by any school-level actor (learner, teacher, head teacher) to monitor the learner's achievement over a period of time. Data collection and keeping records of the data are central to the conduct of SBA.
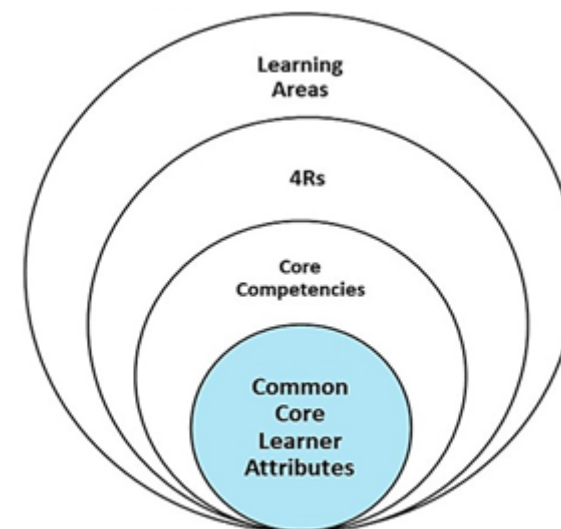
Figure 2 Essential Assessment Features

Table 1   Modes of Assessment

Assessment for Learning	Assessment of Learning	Assessment as Learning
Class exercises	Class Assessment Task (CAT)	Portfolio
Quizzes	End of term	Journal entries
Class tests (written, oral, aural and/or practical)	End of year	Project work
Class Assessment Task (CAT)		Checklist
		Questionnaire

The following are samples of relevant records that can be kept on the student's learning.

- Student's Progress Record (Cumulative Record)
- Student's Report Card
- School Based Assessment Termly Recording Register

Details of guidelines on SBA can be found in the National Pre-tertiary Learning Assessment Framework (NPLAF) document (Ministry of Education, 2020a) and the School-Based Assessment Guidelines (Ministry of Education, 2020b).

Reporting School-Based Assessment (SBA) in the CCP

The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. School-based assessment throughout the four-year duration of CCP, is done against criteria linked to performance standards and not against the work of other learners. The CCP provides levels of proficiency to be attained and descriptors for all grade levels of the programme (see Table 2). These levels and descriptors cannot be changed by individual schools and are, therefore, common to all learners as well as learning areas nationwide. For each assessment criterion or (benchmark for the level of proficiency), a number of descriptors are defined as shown in Table 2.

Table 2   Benchmarks, levels of proficiency and the grade level descriptors

Level of Proficiency	Benchmark	Grade Level Descriptor
1: Highly proficient (HP)	80% +	Learnershows high level of proficiency inknowledge,skillsand values andcantransferthemautomaticallyandflexibly through authentic performancetasks.
2: Proficient (P)	68-79%	Learner demonstrates sufficient level of proficient knowledge, skills and core understanding; cantransfer them independently through authentic performance tasks
3: Approaching Proficiency (AP)	54-67%	Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks
4: Developing (D)	40-53%	Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.

Thegradingsystempresented,showsthelettergradesystemandequivalentgradeboundaries.
Inassigninggradestopupils'testresults,oranyformofevaluation,theabovegradeboundaries and the descriptors may be applied. The descriptors (Highly Proficient [HP], Proficient [P], Approaching Proficiency [AP], Developing [D], Emerging [E]), indicate the meaning of eachgrade.

In addition to the school-based assessment (SBA), a national standards assessment test is conducted in Basic 8 to provide national level indicators on learners' achievement.

CREATIVE AND INCLUSIVE PEDAGOGIES

These are approaches, methods and strategies for ensuring that every learner benefit from appropriate and relevant teaching and learning episodes which are timely assessed and feedback provided to the learner and other stakeholders such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners make the expected level of learning outcomes. The curriculum emphasises:

- The creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning
- the positioning of inclusion and equity at the centre of quality teaching and learning
- the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind
- the use of Information Communications Technology (ICT) as a pedagogical tool
- the identification of subject specific instructional expectations needed for making learning in the subject relevant to learners
- the integration of assessment for learning, as learning and of learning into the teaching and learning process and as an accountability strategy
- use questioning techniques that promote deepen learning.

LEARNING-CENTRED PEDAGOGY

The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana's young people with a focus on the Reading, wRiting, aRithmetic and cReativity (4Rs). It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. At this Common Core Programme phase (i.e., B7–B10) if there are indications that a learner is not sufficiently ready for the next phase (i.e., B11–B12) a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort.

The CAD curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful "hands-on" activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep learning to take place.

The teacher should create a learning atmosphere that ensures:
- learners feel safe and accepted.
- learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways.
- the teacher assumes the position of a facilitator or coach who: helps learners to identify a problem suitable for investigation via project work.
- problems are connected to the context of the learners' world so that it presents authentic opportunities for learning.
- subject matter around the problem, not the discipline.
- learners responsibly define their learning experience and draw up a plan to solve the problem in question.
- learners collaborate whilst learning.
- a demonstration the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than for teachers to provide the answers and their opinions in a learning-centred classroom.
The teacher is a facilitator or coach who:
- helps students to identify a problem suitable for investigation
- connects the problem with the context of the students' world so that it presents authentic opportunities for learning
- organizes the subject matter around the problem, not the discipline
- gives students responsibility for defining their learning experience and planning to solve the problem
- encourages collaboration by creating learning teams
- expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive in learning for teachers to use their knowledge, understanding and skills to motivate learners to find answers to their own questions than teachers provide the answers and their opinions. It takes good and skilful teachers to provide the enabling environment for learners to set their learning objectives, agenda and the process.

INCLUSION
Inclusion is ensuring access and learning for all learners, especially, those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is being met. These approaches, when used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning episodes should take these differences into consideration. The curriculum therefore promotes:
1. learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities;
2. learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities

and solving the practical problems of everyday life); and

3. the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

DIFFERENTIATION AND SCAFFOLDING

This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

Differentiation is a process by which differences between learners (learning styles, interest and readiness to learn etc.) are accommodated so that all learners in a group have best possible chance of learning. Differentiation could be by content, task, questions, outcome, groupings and support. This ensures maximum participation of all learners in the learning process.

Differentiation by task involves teachers setting different tasks for learners of different ability e.g. in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan of the classroom.

Differentiation by support involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a Guidance and Counselling Officer for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. In this case, identified learners are allowed more time to complete a given task.

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning episodes, experiences or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher include:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty, or sophistication over time
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding
- giving learners an exemplar or model of an assignment, they will be asked to complete
- giving learners a vocabulary lesson before they read a difficult text

- clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve
- explicitly describing how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

INFORMATION COMMUNICATIONS TECHNOLOGY

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT use for teaching and learning are:

- improved teaching and learning processes
- improved consistency and quality of teaching and learning
- increased opportunities for more learner-centred pedagogical approaches
- improved inclusive education practices by addressing inequalities in gender, language, ability
- improved collaboration, creativity, higher order thinking skills
- enhanced flexibility and differentiated approach of delivery.
- enhanced digital media responsibly as they understand appropriate and inappropriate behaviour in cyberspace and their implications that help them to evaluate the quality and validity of information.

The use of ICT as a teaching and learning tool is to provide learners access to large quantities of information online. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once pupils have made their findings, ICT can then help them organise, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them that include calculators, radios, cameras, phones, television sets and computer and related software like Microsoft Office packages – Word, PowerPoint and Excel as teaching and learning tools. The exposure that learners are given at thisCommon Core Programme level will build their confidence and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.

SUGGESTED TIME ALLOCATION

A total of four periods a week, each period consisting of 50 minutes, is allocated to the teaching of CAD the CCP level (B7–B10). Learners will have the privilege to study CAD for a statutory duration of 200 minutes every week. *Design* will have one period of 50 minutes, *Visual Arts* will have two periods of 100 minutes, *Music* and *Dance–Drama* will alternate and have one 50-minutes period every fortnight. It is suggested that teachers of

CAD agree among themselves for the time tabling arrangements.

ORGANISATION AND STRUCTURE OF THE CAD CURRICULUM

The *Creative Arts and Design* (CAD) programme is an amalgamation of four subject disciplines in the arts, namely *Design, Visual Arts, Music* and *Dance and Drama*. As a curricula subject on the basic school time table, it becomes a multifaceted discipline that is both multidisciplinary and interdisciplinary. For effective delivery of its contents, two main areas are created (namely **Design**and **Creative Arts**) that form the main STRANDS of the subject. CAD will be offered to all the CCP learners. Under *Design*, four sub-strands are identified. Under *Creative Arts*, three sub-strands are identified. The strands and sub-strands are shown below.

STRANDS	SUB-STRANDS
1.DESIGN	
	1.1 Design in Nature and the Manmade Environment
	1.2Creativity, Innovation and Design
	1.3.Drawing Shading and Colouring for Design
	1.4Career Pathways in Design
2.CREATIVE ARTS	
	2.1Media and Techniques
	2.2Creative and Aesthetic Expression
	2.3. Connections in Local and Global Cultures

CURRICULUM SECTIONAL HEADINGS
Strands are the broad areas/sections of the Creative Arts and Design content to be studied.
Sub-strands are the topics within each strand under which the content is organised.
Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.
Indicator is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

Exemplar – support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

ANNOTATION

(Curriculum Reference Numbers)
A unique notation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The notation is defined in figure 1:
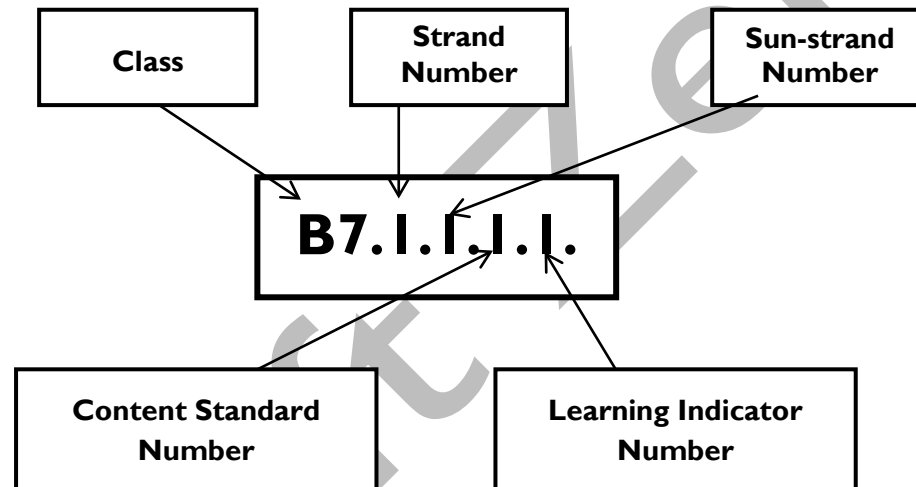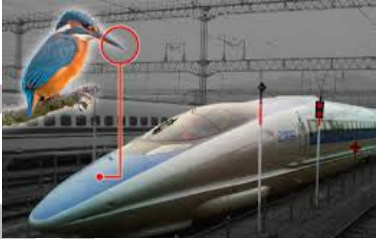

Figure 1: Curriculum Reference Numbers

ORGANISATION AND STRUCTURE OF THE CURRICULUM

a)   **Organisation: The curriculum is organised under the key headings**.

CLASS	SUB-STRAND	CONTENT STANDARD

STRAND		INDICATOR	EXEMPLARS

STRAND: **1.Design**
SUB-STRAND: **1.2Drawing for Design**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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 1.1.1.1** **Demonstrate understanding of *design* as a concept and its importance and role as a medium for creative expression of design in nature and the manmade environment.**	
	1. Research to determine and record the meaning, relevance and role of design in nature and the manmade environment for reflection and discussion.	
	2. Identify and reflect on selected natural and manmade designs to appreciate and determine how nature has influenced manmade designs to benefit society for appreciation and discussion. *Beak of kingfisher bird inspired Shinkansen Bullet Train - Japan* *Design inspired by the palm*	

1. **Design**: Design consists of creative knowledge and understanding about creativity and innovation. The *Design Strand* consist of the following learning areas:
- Design in Nature and the Manmade Environment
- Creativity, Innovation and Design
- Drawing Shading and Colouring for Design
- Career Pathways in Design

2. **Visual Arts**: Visual Arts consist of the following learning areas/experiences
Two-dimensional arts: drawing, painting, colour work, printmaking, patternmaking, lettering and camera/electronic arts etc.
Three-dimensional art: modelling, casting, carving, weaving (fibre arts), paper craft (origami/quilting art), sewing/stitching, crocheting, construction and assemblage

This strand encourages self-expression, brainstorming, imagination, perception, reflective thinking, critical observation, analytical and practical skills and attitudes for designing and making visual arts works. Through this strand, learners further develop their visual literacy by looking at, examining, thinking about and expressing own views and feelings about a wide variety of own and others artworks produced or found in different cultures and environments in Ghana and other parts of the world based on the following:

- Type of artworks
- People who make the artworks
- Theme or topic
- Materials they use
- Tools they use
- Methods of production
- Cultural, functional and aesthetic value of the artworks

2. Performing Arts Strand: Performing Arts consists of the following learning areas

- Music
- Dance
- Drama

This strand encourages self-expression, brainstorming, imagination, perception, reflective thinking, critical observation, listening, analytical and practical skills and attitudes for composing and performing music, dance and drama. Through this strand, learners further develop their visual literacy by looking at, examining, thinking about and expressing own views and feelings about a wide variety of own and others compositions and performances produced or found in different cultures and environments in Ghana and other parts of the world based on the following:

- Types of compositions
- People who compose or perform the artworks
- Theme or topics
- Materials and elements they use
- Instruments they use
- Methods of production
- Cultural, functional and aesthetic value

EXPECTED LEARNING OUTCOMES

Outcomes are statements of knowledge, skills, experiences and values expected to be achieved by the learner at the end of a given stage of learning. They are achieved through a well-coordinated class and out of class curriculum and co-curricular activities that engage learners. Every expected outcome is equally important in realising the overall objectives of the creative arts curriculum. The expected outcomes are:

- demonstration of in-depth understanding and use of visual arts resources and techniques to undertake independent studio arts to solve identified problems.
- demonstration of significant physical, technical and expressive/performance skills, engagement in creative processes, collaboration across domains, and production dance, drama, music etc, for an occasion/event.
- application of critical thinking and creative/artistic skills and concepts (Generic Skills) into other fields of study.
- engagement in critical self-reflection, curiosity, self-motivation, and entrepreneurial spirit for academic progression and job placement

SCOPE AND SEQUENCE

The CONTENT STANDARDS that are pre-determined level of knowledge; skill and/or attitude that the learner attains by each of the Common Core Programme [CCP] levels (B7– B10) have been sequenced progressively.

STRANDS	SUB-STRANDS	CONTENT STANDARDS			
		B7	**B8**	**B9**	**B10**
DESIGN	**1.1 Design in Nature and the Manmade Environments**	**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.			
	1.2 Drawing for Design		**B8 1.2.1.** Demonstrate understanding and ability to use drawing, shading and colouring media and techniques to create design ideas.		
	1.3 The Design Process			**B9 1.3.1** Demonstrate understanding of the	

STRANDS	SUB-STRANDS	CONTENT STANDARDS			
		B7	B8	B9	B10
				design process and models of its application in problem solving in various disciplines.	
	1.4 Career Pathways in Design				**B10. 1.4.1.** Demonstrate understanding of career pathways in design.
CREATIVE ARTS	**2.1 Media and Techniques**	**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.	**B8. 2.1.1.** **Visual Arts** Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/ memory and imagination, print making and weaving.	**B9. 2.1.1.** **Visual Arts** Demonstrate understanding and apply media and techniques in casting, assemblage and folding.	**B10 2.1.1.** **Visual Arts** Demonstrate understanding of Visual Arts media and techniques and their application in carving, painting, and construction.
		B7. 2.1.2. **Music** Demonstrate understanding and apply scale, note durational values	**B8. 2.1.2.** **Music** Demonstrate understanding and apply tempo, dynamics and simple forms in	**B9. 2.1.2.** **Music** Demonstrate knowledge, understanding and application of triads, chord progression and	**B10 2.1.2.** **Music** Demonstrate understanding and apply of cadences, melody writing and harmonisation skills in music.

STRANDS	SUB-STRANDS	CONTENT STANDARDS			
		B7	B8	B9	B10
		and simple time beat patterns in music.	music.	improvisation in music.	
		B7. 2.1.3. **Dance and Drama** Demonstrate understanding and apply media, voice and movement techniques in dance and drama.	**B8. 2.1.3.** **Dance and Drama** Demonstrate understanding of Ghanaian dance forms.	**B9. 2.1.3.** **Dance and Drama** Demonstrate understanding and application of Dance Drama	**B10 2.1.3.** **Dance and Drama** Demonstrate understanding and apply media, composition and analysis of dance and drama.
	2.2 Creative and Aesthetic Expression	**B7. 2.2.1.** **Visual Arts** Demonstrate the ability to use concept of the design process (idea development) to produce, display and appraise own creative artworks that reflect in the range of different	**B8. 2.2.1.** **Visual Arts** Demonstrate the ability to apply the concept of the design process (idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and	**B9. 2.2.1.** **Visual Arts** Exhibit art works produced from competencies and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures	**B10. 2.2.1.** **Visual Arts** Demonstrate understanding and apply the design process (idea development) to produce and display creative artworks that reflect a range of different times, cultures and topical issues.

STRANDS	SUB-STRANDS	CONTENT STANDARDS			
		B7	**B8**	**B9**	**B10**
		times and cultures.	cultures.		
		B7. 2.2.2. **Music** Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect the range of different times	**B8. 2.2.2.** **Music** Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect a range of different times and cultures.	**B9. 2.2.2.** **Music** Exhibit competencies in the application of the design process to produce and display own creative	**B10. 2.2.2.** **Music** Demonstrate understanding and apply the design process (idea development) to produce and display own original musical compositions that reflect a range of different times, cultures and topical issues.
		B7. 2.2.3. **Dance and Drama** Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in	**B8. 2.2.3.** **Dance and Drama** Demonstrate how to apply the concept of design process (Idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and	**B9. 2.2.3.** **Dance and Drama** Producing a Dance Drama by exhibiting competencies in the application of design process and skills to produce and display own creative artworks that reflect a range of	**B10. 2.2.3.** **Dance and Drama** Demonstrate understanding and apply the design process (idea development) to produce and display own creative artworks that reflect a range of different times, cultures and topical issues.

STRANDS	SUB-STRANDS	CONTENT STANDARDS			
		B7	B8	B9	B10
		the range of different times and cultures in dance and drama.	cultures	different times, cultures and topical issues.	
	2.3 Connections in Local and Global Cultures	**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.	**B8. 2.3.1.** **Visual Arts** Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues.	**B9. 2.3.1.** **Visual Art** Demonstrate the skill to correlate and generate ideas from creative artworks of African artists that reflect a range of different times, cultures and topical issues.	**B10. 2.3.1.** **Visual Arts** Demonstrate the aptitude to correlate and generate ideas from creative artworks of contemporary and global artists that reflect the history, culture, tourism, environment and topical issues.
		B7. 2.3.2. **Music** Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate	**B8. 2.3.2.** **Music** Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different	**B9. 2.3.2.** **Music** Demonstrate the skill to correlate and generate ideas from indigenous creative musical forms of African composers that reflect the history, culture, environment and	**B10. 2.3.2.** **Music** Demonstrate the aptitude to correlate and generate ideas from indigenous creative musical forms and contemporary /global musical works that reflect the history, culture, tourism, environment

STRANDS	SUB-STRANDS	CONTENT STANDARDS			
		B7	**B8**	**B9**	**B10**
		community that reflect a range of different times, cultures and topical issues.	times, cultures and topical issues.	topical issues.	and topical issues.
		B7. 2.3.3. **Dance and Drama** 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.	**B8. 2.3.3.** **Dance and Drama** Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues.	**B9. 2.3.3.** **Dance and Drama** Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues	**B10. 2.3.3.** **Dance and Drama** Demonstrate the aptitude to correlate and generate ideas from creative artworks of contemporary and global dance and drama artistes that reflect world history, culture, tourism, environment and topical issues.
					B10. 2.3.4. *Visual Arts, Music, dance and Drama* Demonstrate understanding of the professional ethics and organizational behaviours in the creative arts industry and develop a proposal to establish

STRANDS	SUB-STRANDS	CONTENT STANDARDS			
		B7	B8	B9	B10
					and manage an interdisciplinary entrepreneurial project.

BASIC 7

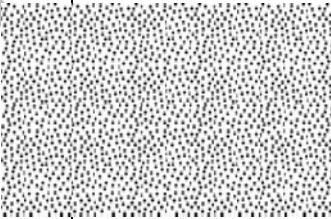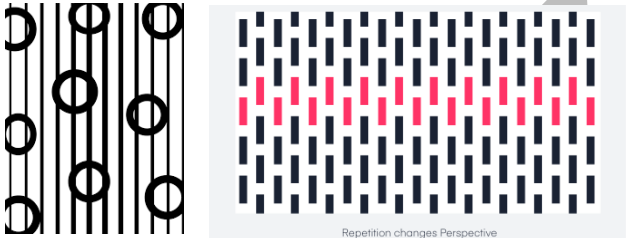**STRAND: Design**

SUB-STRAND: 1.1.Design in Nature and Manmade Environment

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
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 1.1.1.1** **Demonstrate understanding of design as a concept and its importance and role as a medium for creative expression of design in nature and the manmade environment.**	CC: Demonstrate behaviour and skills of working towards group goals
	1. Research to determine and record the meaning, relevance and role of design in nature and the manmade environment for reflection and discussion.	CP: Ability to combine Information and ideas from several sources to reach a conclusion
	2. Identify and reflect on selected natural and manmade designs to appreciate and determine how nature has influenced manmade designs to benefit society for appreciation and discussion. *Beak of kingfisher bird inspired Shinkansen Bullet Train - Japan* *Design inspired by the palm*	CI: Ability to try alternatives and fresh approaches DL: Use digital tools to create novel things

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	3. Compare and contrast selected natural and manmade designs to determine and record their similarities and differences for reflection and inspiration to create own designs. (e.g. rivers/roads, anthills/houses, etc.) *Anthill inspired Eastgate Building in Harare, Zimbabwe*	
	B7 1.1.1.2 **Research to identify and record what constitutes the *'elements of design'* in nature and as building blocks for creative expression of design ideas.**	
	1. Research to deduce what constitutes the 'elements of design' and their application as building blocks for creative expression of design for reflection and discussion. Examples: *dot, line, shape, texture, colour, value.* 	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	2. Explore the natural and manmade environments to identify and document examples of *elements of design* for reflection and discussion.	
	3. Reflect on knowledge gained to create designs that reflect the *elements of design* using available manual and digital tools, materials and techniques for display and sharing. Examples: *patterns of lines and texture; concentric circles; different sizes of dots.* 	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7 1.1.1.3 **Research to identify and record in writing what constitutes the *principles of design* and describe how they are used to organise the *elements of design* into building blocks for creative expression of design in nature and the manmade environment.**	
	1. Search for and organise relevant information to describe the *principles of design* and how they apply in nature and the manmade environment for reflection. Examples: *balance, rhythm, repetition, variety, unity, emphasis.* *Natural designs* *Manmade design*	
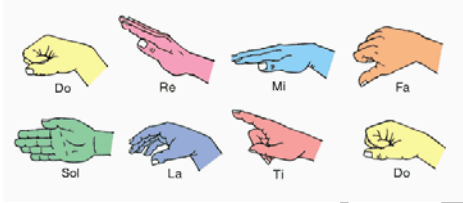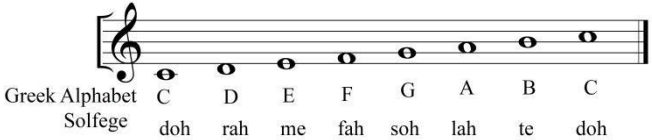
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	2. Identify, describe and record examples of *principles of design* in nature and the manmade environment for appreciation and discussion.	3.
	3. Apply knowledge of *elements and principles of design* to create own designs using available manual and digital tools, materials and techniques for appreciation, display and feedback. Repetition changes Perspective	
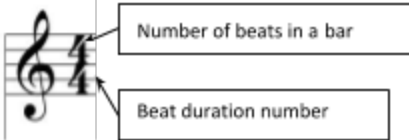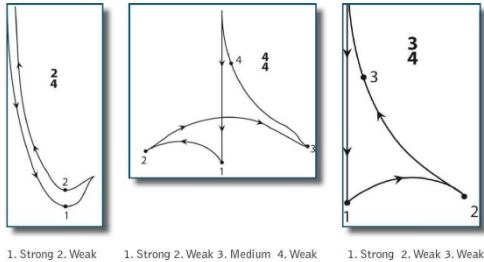
SUB-STRAND: 2.1 Media and Techniques

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
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.	**B7 2.1.1.1.** **Identify tools, materials and equipment and determine their nature and uses in still-life drawing and shading, pattern making and modelling** 1. 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,* *List of some tools, materials and equipment: pencil, charcoal, paint, pastel, tracing paper, clay, papier mâché* 2. Describe and record the tools, materials and equipment for still-life drawing, pattern making and modelling according to their nature. 3. Test and classify tools, materials and equipment according to their uses in describing certain visual elements such as line, colour, form, pattern in order to create still life drawing, pattern making and modelling. 4. Select the most appropriate tools, materials and equipment and apply them in a safe way, to create sill life drawings, patterns and models for appreciation' 5. Apply knowledge and skills in cleaning-up, maintaining and storing of tools, materials and equipment in a sustainable manner.	CC: Explain ideas in a clear order with relevant detail CP: Analyse and make distinct judgement about viewpoints expressed in an argument PL: Ability to manage time effectively PL: Understand roles during group activities CI: Look at alternatives in creating new things CG: Show a strong sense of belongingness to one's culture

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7 2.1.1.2 **Apply techniques of still-life drawing and shading to make own visual artworks**	DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem
	1.Identify and use the techniques in still-life drawing and shading to create own artworks. Examples: *hatching, cross-hatching, smoothing and stippling*	
	2. Use various shading techniques in still-life drawing to create own artworks.	
	3. Display artworks for appreciation and reflection and use appropriate language to give supportive and informative peer and self-evaluation. *Example: "The work used the stippling technique to achieve a range of tones".*	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7 2.1.1.3 **Experiment by using the techniques to test and prepare clay, pulp paper (papier mâché) for modelling.**	
	1.Prepare and test clay and pulp paper for modelling	
	2. Identify and use hand building techniques for modelling such as coiling, slab building, pinch pot, modelling, indenting, relief in clay, play dough, plasticine, papier mâché (pulp paper).	
	3. Display models for appreciation and reflection and use appropriate language to give supportive and informative peer and self-evaluation. Example: *The modeling technique has achieved the desired form; it could have been improved through closer attention to scale.*	
	B7 2.1.1.4 **Apply the techniques in pattern making using available media to create visual artworks.**	
	1. Identify and describe the techniques and media for pattern making. Examples: *such as dabbing, direct and relief printing*	
	2. Apply relevant pattern making techniques with available media to create own visual artworks.	
	3. Display patterns for appreciation and reflection and use appropriate language to give supportive and informative peer and self-evaluation. Example:*The use of dapping was effective in creating a pattern.*	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7. 2.1.2. *Music* Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.	**B7 2.1.2.5** **Sing in pitch the diatonic major scale when playing the John Curwen's *Hand Sign Game* by *Lahing* or using solfege.** 1. Sing in pitch one octave ascending and descending from *doh* and/or any other scale degree. 2. Match the seven alphabets to the notes in the C major scale in the treble clef by placing them under their locations (i.e., on line or in space). 	CC: Listening skills in Literacy is being enhanced CI: Innovation and collaboration is being enhanced

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7 2.1.2.6 **Identify durational symbols and move/perform their value in relation to the semibreve.**	
	1. Internalise the arithmetic or numeral value of note durations against the crochet (♩) and perform by clapping. E.g. *clapping the following lines individually or in groups:* 	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7 2.1.2.7 **Conduct songs in simple duple, triple and quadruple time.** 1. Explain the concept of time signature in simple time in music. Number of beats in a bar Beat duration number **2.** Rehearse and conduct a group by using simple time beat patterns and *use peer- and self- evaluation to review work.* Conducting Patterns: 1. Strong 2. Weak 1. Strong 2. Weak 3. Medium 4. Weak 1. Strong 2. Weak 3. Weak	PL- Show desire and preparedness to take initiatives PL- Development of self-awareness to recognise strengths and weaknesses. PL-Ability to monitor team members to ascertain progress CI: Innovation and collaboration is being enhanced CI: Creativity and Innovation enhanced

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7. 2.1.3. *Dance and Drama* Demonstrate understanding and apply media, voice and movement techniques in dance and drama.	**B7.2.1.3.8** **Identify and demonstrate the various Ghanaian dance/body movements, positions and voice projection patterns.**	
	1. Identify and perform Ghanaian physical exercises, rhythmic/theatre games, simple dance movements, etc.	
	2. Examine, record and reflect on different types of voices in speech and song.	PL: Recognize one's emotional state and preparedness to apply emotional intelligence.
	3. Use body posture and voice quality as instruments of performance in Ghanaian dance and drama.	
	4. Identify and demonstrate various facial expressions and gestures associated with Ghanaian dancing and acting and use *peer- and self- evaluation*.	CC: Speak clearly and explain ideas.
	B7.2.1.3.9 **Explore and experiment with techniques of dance, body movements and voice projections in the Ghanaian performance space.**	PL: Ability to understand one's personality traits. PL: Ability to accept one's true self and overcome weaknesses.
	1. Identify and explain the basic parts of the performance space, body profiles and positions.	
	2. Mimicking and characterization of different postures and make facial expressions of characters on the performance space.	
	3. Demonstrate low/medium/high levels of indigenous genre dance movements.	
	4. Demonstrate flexibility in body movements in the performance space and use *peer- and self- evaluation*.	

STRAND: Creative Arts

SUB-STRAND: 2.2Creative and Aesthetic Expression

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7. 2.2.1. *Visual Arts* Demonstrate the ability to use concept of the design process (idea development) to produce, display and appraise own creative artworks that reflect in the range of different times and cultures.	**B7. 2.2.1.1.** **Design and produce own visual artworks that reflect the history and culture of the people of the local community.**	DL: Ability to combine Information and ideas from several sources to reach a conclusion CP: Can effectively evaluate the success of solutions they have used to attempt to solve a complex problem CI: Ability to select the most effective creative tools for working and preparedness to give explanations PL: Take on different roles in their team to complete a task.
	1. Gather and record relevant information for developing ideas to design own visual artworks that reflect the history and culture of the people of the local community. Example: *making drawings and/or taking photographs of local buildings, people, schools, landscapes, Sculpture pieces, Graphic Arts, textiles, basketry, jewellery, leatherworks, etc.,*	
	2. Apply recorded ideas and design thinking process to create 2D and 3D artworks to address social, cultural and historical problems in the community such as artworks of painting, landscape, poster design, repeat pattern or sculpture.	
	B7. 2.2.1.2. **Plan a display of own and others' artworks that reflect the history and culture of the people in the community**	
	1. Demonstrate understanding and skill in keeping portfolio of artworks.	
	2. Apply understanding and skills in planning, displaying and exhibiting artworks in class, school and the community.	
	3. Reflect and use comments to refine own and others' artworks and the exhibition.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7. 2.2.1.3. **Organize an appreciation and appraisal of own and others artworks that reflect the history and culture of the people in the community**	CC: Explain ideas in a clear order with relevant detail, using subject specific vocabulary. CG: Develop and express respect, recognition and appreciation of own and others' culture
	1. Prepare criteria to appreciate and appraise own and others' artworks using relevant art vocabulary and write report on own aesthetic experience. Examples of art specific language vocabulary: *content, context, composition, primary colour, secondary colour, tertiary colour, complementary colour, form, tone, pattern, line, texture, shape.*	DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem
	2. Reflect and share aesthetic experience for future refinement and modification. Example: *pair work, small group work, group presentations, written evaluation in a personal journal, one to one discussion with teacher.*	PL: Recognise one's emotional state and preparedness to apply emotional intelligence PL: Division of task into solvable units and assign group members to task units DL: Learn to use digital content in an online space

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7. 2.2.2. *Music* Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect the range of different times and cultures	**B7. 2.2.2.4.** **Create and produce own musical art works that reflect the history and culture of the people of the community** . 1. Research, select and record indigenous musical genre of the community that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines. 2. Create rehearsal plan for performing one of the selected works in *Exemplar 1* by identifying and allocating time to the various aspects—singing, drumming, dancing, costume, venue, etc. **B7. 2.2.2.5.** **Plan a display of own and others' musical works that reflect the history and culture of the people in the community.** 1. Give a class concert (to be video recorded) that begins with a presentation on the style, historical and cultural context of the compositions selected in B7. 2.3.1.2. *Exemplar 1*.	CI: Ability to select the most effective creative tools for working and preparedness to give explanations CP: Ability to combine information and ideas from several sources to reach a conclusion PL: Take on different roles in their team to complete a task. CC: Explain ideas in a clear order with relevant detail, using subject specific vocabulary. CG: Develop and express respect, recognition and appreciation of own and others' culture DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem DL: Recognise one's emotional state and preparedness to apply emotional intelligence PL: Division of task into solvable units and assign group members to task units

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7. 2.2.2.6. **Organise an appreciation and appraisal of own and others' musical works that reflect the history and culture of the people in the community.**	
	1. Conduct an enquiry by playing the recorded video clip from B7. 2.3.1.2 *Exemplar 1* to a group of people (including students, staff and parents) to collect data and write an aesthetic appreciation report.	
	2. Reflect and refine own work using the feedback from the appraisal and aesthetic appreciation report.	
	3. Disseminate the findings of your research to the class by giving a presentation.	
B7. 2.2.3. *Dance and Drama* Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.	**B7.2.2.3.7** **Design and produce own artworks in dance and drama that reflect the history and culture of the people in the community.**	CI - Ability to try alternatives and fresh approaches. CG - Show a strong sense of belongingness to one's culture. CI - Ability to merge simple/complex ideas to create novel situation
	1. Discuss an artist and his works in your community.	
	2. Design and produce own dance piece and drama skit.	
	B7.2.2.3.8 **Plan a display of own and others' artwork in dance and drama that reflect the history and culture of the community.**	
	1. Describe how to plan a dance piece and drama skit for a performance.	
	2. Choose an appropriate venue to showcase the performance and spread the information about it.	
	3. Rehearse, perform and record the planned dance piece and drama skit.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7.2.2.3.9 **Organise an appreciation and appraisal of own and others' artworks in dance and drama that reflect the history and culture of the people of the community.**	
	1. Invite an audience to watch the performance of own and others for appreciation and appraisal.	
	2. Note and write the strengths and weaknesses of the production and performance for discussion and modification of future performances.	

STRAND: Creative Arts

SUB-STRAND: 2.3. Connections in Local and Global Cultures

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
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.	**B7. 2.3.1.1.** **Narrate own views of the history, culture, environment and topical issues in the community** 1. Identify and use a range of techniques such as observational drawings, sketches, own photographs and material such as adverts and images from the Internet or from printed media, to record own views on the history, culture, environment and topical issues in the community. Examples: *chieftaincy, landmarks, artists and artworks, events, festivals, tourist sites (natural and man-made).* 2. Discuss and make individual or collaborative presentations on information recorded. Example: *Using PowerPoint, Flip chart, Journal/Visual/Audio recordingssuch as drawings and photographs, Verbal reports, Assistive devices, etc.* 3. Review and reflect on presentations to build consensus on the history, culture, environment and topical issues in the community.	CP: Ability to combine Information and ideas from several sources to reach a conclusion CP: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable DL: Exhibit understanding of skills in using digital devices DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem DL: Recognition of societal issues raised by digital technologies CP: Exhibit strong memory, intuitive thinking; and respond appropriately CG: Show a strong sense of belongingness to one's culture PL: Ability to understand one's personality trait

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7. 2.3.1.2. **Identify visual artworks that reflect the history, culture, environment and topical issues in the community.**	
	1. Scout for and record visual artworks found in the community by taking photographs and making drawings from direct observation where possible. Examples: *Paintings, carvings, sculpture pieces, pottery works, posters, billboards, packages, textiles, baskets, weavings, jewellery, leather sandals, buildings.*	
	2. Discuss, classify and group visual artworks found in the community according to their nature. Example: *Painting (Homowo festival), Sculpture pieces (bust of the Chief), Pottery (earthenware bowl), Graphic Arts (Inscriptions on buildings), textiles (traditional cloths worn), basketry (cane /raffia chairs), jewellery (necklace, beads), leatherworks (scandals, shoes).*	
	3. Discuss in groups to appraise how the history, culture, environment and topical issues in the community are reflected in the selected visual artworks and document your findings using art specific language such as *content, colour scheme, symbolism, cultural significance.*	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7. 2.3.2. *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.	**B7. 2.3.2.3.** **Identify indigenous and art musicians in the in the community whose works reflect the history, culture, environment and topical issues.** 1. Select one indigenous or popular musician and assess his/her contribution to the society. 2. Transcribe any song in the community that promotes and sensitises the public on emerging topical issue. **B7. 2.3.2.4** **Appreciate and appraise an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc.** 1. Research, select and document an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc. 2. Compare and contrast the two selected indigenous and neo-traditional types.	CG: Develop and express respect, recognition and appreciation of own others' culture CG: Show responsibility for things within the environment • CP: Ability to combine Information and ideas from several sources to reach a conclusion PL: Take on different roles in their team to complete a task. CC: Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B7. 2.3.3. *Dance and Drama* 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.	**B7. 2.3.3.5** **Select artworks of dance and drama artistes in the community or other places, and identify the history, culture, environment and topical issues that are reflected in them.**	CG: Develop and exhibit ability to defend ones cultural believes and norms. DL: Ability to ascertain when information is needed and able to identify, locate, evaluate and effectively use them to solve a problem.
	1. Research and write about the history, culture and important sites of the environment.	
	2. Select a dance or play and identify and write about the history, culture, environment and topical issues in them.	
	B7. 2.3.3.6 **Analyse works of other dance and drama artistes based on the history, culture, environment and topical issues in and around their communities.**	
	1. Watch video clips of other artistes that reflect the historical, cultural and topical issues in dance and drama.	
	2. Analyze the video clips watched and document the historical, cultural and topical issues that they reflect in them.	
	3. Reflect on and discuss to generate ideas from the video clips watched.	

BASIC 8

SUB-STRAND: 1.2.Creativity, Innovation and Design.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B8 1.2.1 Demonstrate understanding of creativity and innovation in terms of the *design process,* and its application in developing design solutions to problems in society.	**B8 1.2.1.1** **Distinguish between creativity and innovation and their application for developing design solutions to problems in society.** 1. Research and define the key differences between creativity and innovation for reflection and discussion.	CP: Ability to combine Information and ideas from several sources to reach a conclusion CP: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable
	2. Apply knowledge of creativity and innovation to evaluate the design products that solve specific problems in society for appreciation. Example: *Prosthetics in health, wheel chair for mobility, hearing aids.*	DL: Exhibit understanding of skills in using digital devices
	3. Examine specific artefacts available in the local community and report on specific challenges associated with their design for reflection and discussion. Example: *hoe in farming, kitchen stool, basket for farming,*	DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem
	B8 1.2.1.2 **Demonstrate understanding of the *design process* in relation to creativity and innovations in design.**	DL: Recognition of societal issues raised by digital technologies
	1. Research and record the concept, importance and application of the *design process* in creative problem solving for reflection and discussion. Examples: *define, brief, research, ideation, invent, prototype, testing, refine.*	
	2. Analyze information gathered and describe the steps in the *design process* in relation to creativity and innovation for appreciation and sharing.	
	3 Evaluate the design of different products and suggest ways which they could be modified to solve other problems in society.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8 1.2.1.3 **Demonstrate ability to apply the *design process* to create artefacts that solve specific problems in the local community.**	CI: Ability to merge simple/ complex ideas to create novel situation or thing
	1. Apply knowledge of creativity and innovation to evaluate specific problems in society to deduce how the design process can be used to solve those problems for reporting and feedback.	CP: Exhibit strong memory, intuitive thinking; and respond appropriately CG: Show a strong sense of belongingness to one's culture
	2. Reflect on feedback and apply relevant manual and digital tools, materials and techniques to design and create model artefacts that express own concept for solving specific problems in society for appreciation and display.	PL: Ability to understand one's personality trait
	3. Display design expressions and prototypes of artefacts to disseminate own creativity and innovation for appreciation and feedback.	CI: Imagining and seeing things in a different way

STRAND: Creative Arts

SUB-STRAND: 2.1 Media and Techniques

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8. 2.1.1. *Visual Arts* Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/ memory and imagination, print making and weaving.	**B8. 2.1.1.1** **Explore media and techniques in drawing direct observation/ memory and imagination, print making and weaving to express own views in visual artworks to encourage recording and research skills.**	PL: Demonstrate behaviour and skills of working towards group goals CP: Ability to combine Information and ideas from several sources to reach a conclusion PL: Build a concept and understanding of one's self CI: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem CG: Develop and exhibit ability to defend one's cultural beliefs, practices and norms
	1. Identify, describe and classify and record the tools, materials and equipment for drawing direct observation/ memory and imagination, print making and weaving. Examples: *fromvideos/ illustrations/ pictures/ realia*	
	2. Test and classify the tools, materials, equipment according to their uses in drawing direct observation/ memory and imagination, print making and weaving.	
	3. Apply the tools, materials and equipment safely to create drawing direct observation/ memory and imagination in nature (prints and woven items) for appreciation.	
	4. Apply knowledge and skills in cleaning-up, storing and maintenance of tools, materials and equipment in a sustainable manner.	
	B8. 2.1.1.2 **Experiment by using techniques in print making to generate own ideas and make visual artworks**	
	1. Identify and use the relevant media and techniques in printmaking to create visual artworks. Examples: *low/relief, direct, stencil, block printing, etc.*	
	2. Apply and design using relevant media and techniques in print making to create own visual artworks.	
	3.Display printed artworks for appreciation and reflection and use peer- and self-evaluation to review work. Examples of specific language vocabulary: *stencil, block printing, pattern, contrasting colour, harmonious colour.*	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8 2.1.1.3 **Apply techniques of drawing direct observation/ memory and imagination to make own visual artworks**	
	1.Identify and use the techniques in drawing direct observation/ memory and imagination to create own artworks.	
	2. Use various techniques in drawing direct observation/ memory and imagination to create own artworks.	
	3.Display artworks for appreciation and reflection and use peer- and self-evaluation to review work. Examples of art specific language vocabulary: *tone, line, pattern, form, shape.*	
	B8 2.1.1.4 **Experiment with available media and techniques for weaving to create visual artworks**	
	1.Identify and use the available media and techniques for weaving to create own woven artefacts. Example: *plain weave, twill and satin* Media: *Cane, yarns, raffia, reed*	
	2. Apply relevant weaving techniques with available media to create own woven artefacts.	
	3. Display woven artefacts for appreciation and reflection and use peer- and self-evaluation to review work. Examples of art specific language vocabulary: *plain, weave, twill, pattern, form.*	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8. 2.1.2. *Music* Demonstrate understanding and apply tempo, dynamics and simple forms in music.	**B8 2.1.2.5** **Tell how fast or slow music is heard and compare and contrast activities and events that are associated with fast or slow music.**	CC: Listening skills in Literacy is being enhanced CC: Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes CI: Ability to merge simple/ complex ideas to create novel situation or thing PL: Take on different roles in their team to complete a task. DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem
	1. Explain Italian terms used in describing the speed of music. Example: *allegro, poco a poco, largo, etc.*	
	2. Differentiate between fast and slow music in relation to moments on specific occasions.	
	B8 2.1.2.6 **Compare and contrast the benefits associated with soft or loud music**	
	1. Explain Italian terms used in describing the dynamics of music. Example: *piano, forte, crescendo, diminuendo, etc.*	
	2. Differentiate between the benefits and harm of loud and soft music.	
	B8 2.1.2.7 **Internalize and identify aurally basic architectural designs in art, pop and indigenous musical works (e.g., AB, ABA, AA, AABA, ABAB and ABC).**	
	1. Listen and tell if the form of an art musical work is *binary, ternary* or *through composed* or *free fantasia*.	
	2. Listen and tell if the form of a pop musical work is *ballad, verse-bridge song, verse-chorus song or verse-chorus-bridge.*	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8. 2.1.3. *Dance and Drama* Demonstrate understanding of Ghanaian dance forms.	**B8.2.1.3.8** **Identify various Ghanaian Dance types and their context of performance**	CC: Identify and analyse different points of views of speaker. PL: Ability to set and maintain personal standards. CI: Ability to try alternative and fresh approaches.
	1. Identify the Dance types and categories. (religious, war, and sociocultural)	
	2. Compare and contrast the types and categories.	
	3. Explore the context of performance.	
	B8.2.1.3.9 **Experiment and practice by using the techniques of rhythm (i.e., beat, tempo, intensity), dynamics (i.e., fast, slow, smooth, flow) in dance and drama.**	
	1. Demonstrate dance movements with different rhythms and dynamics.	
	2. Apply relevant media and techniques to choreograph a dance or direct a play.	

STRAND: Creative Arts

SUB-STRAND: 2.2Creative and Aesthetic Expression

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8. 2.2.1. *Visual Arts* Demonstrate the ability to apply the concept of the design process (idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures.	**B8. 2.2.1.1** **Design and produce your own artworks that reflect a range of different times and cultures** 1. Research and record relevant information for planning and developing ideas to make visual artworks that reflect history, culture, topical issues, natural and man-made environment. 2. Apply recorded ideas, design process, appropriate tools, materials and techniques to create artworks that communicate views about topical issues. 3. Reflect on and explain whether the artwork in progress conveys the intended ideas and meaning for appropriate revision and use peer- and self-evaluation to review work. Example of art specific language vocabulary: *form, line, texture, colour, shape, technique, media* **B8. 2.2.1.2** **Plan and display own and others' artworks that reflect the history, cultures, physical and social environment.** 1. Demonstrate understanding and skill in defining roles and responsibilities in selecting and preserving a collection of artworks for an exhibition. 2. Collaborate with peers to monitor, assess and report on the exhibition. Examples: *in student journals, print and electronic media*	• Anticipate different responses from the audience and plan own responses. • Ability to identify important and appropriate criteria to evaluate each alternatives • Can effectively evaluate the success of solutions they have used to attempt to solve a complex problem • Ability to select the most effective creative tools for working and preparedness to give explanations • Take on different roles in their team to complete a task. • Explain ideas in a clear order with relevant detail, using subject specific vocabulary.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8. 2.2.1.3 **Organise an appreciation and appraisal of own and others artworks, that reflect the history, cultures, physical and social environment.**	• Develop and express respect, recognition and appreciation of own and others' culture
	1. Analyse and interpret how selected elements, principles and techniques are used in an artwork to express beauty, meaning and culture of a people.	• Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem
	2. Reflect on and make suggestions on how own interpretation and views on artworks of a culture can be improved to give it an identity.	• Recognise one's emotional state and preparedness to apply emotional intelligence
		• Division of task into solvable units and assign group members to task units
		• Learn to use digital content in an online space
		Create and use digital content

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8. 2.2.2. *Music* Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect a range of different times and cultures.	**B8. 2.2.2.4** **Design and produce own musical genre that reflect the history and cultures, physical and social environment.** 1. Research and select own and indigenous musical genre outside your community that express personal experiences and interests, moods, visual images, concepts, texts, or storylines. 2. Collaborate to create rehearsal plan for performing the chosen work in B8. 2.3.1.1 *Exemplar 1*, identifying and allocating time to the various aspects—singing, drumming, dancing, costume, venue, etc. **B8. 2.2.2.5** **Plan and display own and others' musical works that reflect a range of different times and cultures.** 1. Give a class concert (to be video recorded) that begins with a presentation on the style, historical and cultural context of the compositions selected and rehearsed in *B8.1.3.1.1 Exemplar 2*. **B8. 2.2.2.6.** **Organise an appreciation and appraisal of own and others' musical works that reflect a range of different times and cultures.** 1. Conduct an enquiry by playing the recorded video clip from B8. 3.2.1.2 *Exemplar 1* to a group of people (including students, staff and parents) to collect data and write an aesthetic appreciation report. 2. Reflect and refine own work using the feedback from the appraisal and aesthetic appreciation report. 3. Disseminate the findings of your research to the class by giving a presentation.	• Ability to select the most effective creative tools for working and preparedness to give explanations • Ability to combine information and ideas from several sources to reach a conclusion • Take on different roles in their team to complete a task. • Explain ideas in a clear order with relevant detail, using subject specific vocabulary. • Develop and express respect, recognition and appreciation of own and others' culture • Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8. 2.2.3. *Dance and Drama* Demonstrate how to apply the concept of design process (Idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures	**B8.2.2.3.7** **Design and produce own dance and drama that reflect a range of different times and cultures.**	CG - Exhibit a sense of Nationality and Global Identity CI - Being open-minded, adapting and modifying ideas to achieve creative results.
	1. Discuss a dance or drama artiste and his /her artworks. Example: *Martin Owusu, Nii Yartey.*	
	2. Design and produce own dance piece or play.	
	B8.2.2.3.8 **Plan and display own and others' dance and drama pieces that reflect a range of different times and cultures.**	
	1. Describe how to plan a dance or drama production that reflects the history, cultures, environment and heritages of a people.	
	2. Choose and prepare a venue to showcase the performance.	
	3. Rehearse and perform the planned dance piece or drama skit.	
	B8.2.2.3.9 **Organise an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues.**	
	1. Invite an audience to watch the performance of own and others for appreciation and appraisal.	
	2. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances.	

STRAND: Creative Arts

SUB-STRAND: 2.3. Connections in Local and Global Cultures

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8. 2.3.1. *Visual Arts* Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues.	**B8. 2.3.1.1.** **Identify and discuss visual artists whose work reflected the history, culture, environment and topical issues in the community.** 1.Conduct an enquiryand gather information on visual artists in the I community whose work made impact on the history, culture, environment and topical issues. Examples: *tribe, education, exhibition, museum, gallery* 2. Classify and record information on visual artists' in the community and their artworks according to their areas of specialization/discipline. Examples: *tribe, education, exhibition, museum, gallery* 3. Select any visual artist in the community and make a presentation on his/her life, work and influence. *Example; Tribe, Education, Philosophy and Competition/ Exhibition, Role model, Achievement etc.* **B8. 2.3.1.2.** **Compare and contrast artworks of visual artists that reflect the history, culture, environment and topical issues.** 1.Analyze the similarities and differences of themes and techniques used by visual artists in the production of artworks that reflect the history, culture, environment and topical issues. Examples: *Ablade Glover, Kofi Antobam,Theodosia Okoh, Francis Boateng,* 2. Relate artworks to tradition, culture and environmental issues of the community to derive meaning and ideas.	• Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group • Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation • Demonstrate sense of feeling or belongingness to a group • Develop and exhibit a sense of cultural identity • Ability to reflect on approaches to creative task and evaluate the effectiveness of tools used Preparedness to make better decision with information at hand

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8. 2.3.1.3. **Determine the creative design approaches and processes used by visual artists in creating artworks that reflect the history, culture, environment and topical issues.**	
	1. Examine and record the design approaches used by visual artists in the production of artworks that reflect the history culture, environment and topical issues. *Example; Serge Attukwei Clottey using disposed waste to create parch installation.*	
	2. Analyze, appreciate and appraise the design processes used by visual artists in producing artworks that solved societal issues.	
	3. Reflect and evaluate the appreciation and appraisal done for refinement.	
B8. 2.3.2. *Music* Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different times, cultures and topical issues.	**B8. 2.3.2.4.** **Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues.**	• Develop and express respect, recognition and appreciation of own others' culture
	1. Compare Ephraim Amu and J. H. K. Nketia.	• Ability to combine information and ideas from several sources to reach a conclusion
	2. Transcribe a popular song that promotes and sensitises the public an emerging topical issue.	• Exhibit a sense of nationality and global identity
	B8. 2.3.2.5. **Appreciate and appraise at least three (3) indigenous and neo-traditional groups within the nation based on their style, instruments, song themes, dance movements, etc.**	• Take on different roles in their team to complete a task.
	1. Research, select and document three (3) indigenous and neo-traditional groups within the nation based on their style, instruments, song themes, dance movements, etc.	• Explain ideas in a clear order with relevant detail, using subject specific vocabulary.
	2. Compare and contrast two of the selected indigenous types and two of the neo-traditional types.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B8. 2.3.3. *Dance and Drama* Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues.	**B8.2.3.3.6** **Select and analyse creative artworks of dance and drama artistes, and identify the history, culture, environment and topical issues that are reflected in them for documentation.**	
	1. Compare and contrast dance piece and a play of artistes reflecting the history, culture and topical issues.	CI - Interpret and apply learning in new contexts. CP -Effectively evaluate the success of solutions used to attempt to solve a complex problem.
	2. Document and reflect on the key issues in the dance or play that address environment and topical issues.	
	3. Analyse and generate ideas from dance and drama performances of artistes' from other cultures based on the knowledge gained from community experience	
	B8.2.3.3.7 **Organise a group discussion to appreciate dance and/or plays of own and other cultures, environment and topical issues.**	
	1. View and analyse a dance and/or drama performance from own or other cultures based on environment and topical issues for documentation.	

BASIC 9

STRAND: Design

SUB-STRAND: 1.3Drawing, Shading and Colouring for Design

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9 1.3.1. Demonstrate understanding and use of drawing, shading and colouring media and techniques for creative expression of design ideas.	**B9 1.3.1.1** **Explore and use available manual and digital tools, materials and techniques for drawing, shading, colouring, modelling to create drawings and models that illustrate own design ideas.**	CP: Ability to combine Information and ideas from several sources to reach a conclusion
	1. Explore available resources and techniques for drawing, shading and colouring to create freehand sketches to illustrate simple forms, shapes, models, etc. to express own design ideas for display and appreciation.	CP: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable
	2. Identify and experiment with available manual and digital tools, materials and techniques for drawing, shading and colouring to create simple forms, shapes, models, etc. that express own design ideas for sharing and appraising.	DL: Exhibit understanding of skills in using digital devices
	3. Display drawings, models, etc. that express own design ideas for appreciation and feedback.	DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem
	B9 1.2.1.2 **Demonstrate skills in using available manual and digital tools, materials and techniques for drawing, shading and colouring to create drawings and model artefacts that illustrate own design ideas.**	DL: Recognition of societal issues raised by digital technologies
	1. Explore available manual and digital tools, materials and techniques for drawing, shading and colouring and create models to express own design ideas.	CI: Ability to merge simple/ complex ideas to create novel situation or thing
	2. Experiment with and use the available manual and digital tools, materials and techniques for drawing,shading, colouring outline sketches to express own design ideas.	CP: Exhibit strong memory, intuitive thinking; and respond appropriately CG: Show a strong sense of belongingness to one's culture PL: Ability to understand one's personality trait
	3.Display outline drawings, shading and colouring that express own design ideas for appreciation and reflection.	CI: Imagining and seeing things in a different way
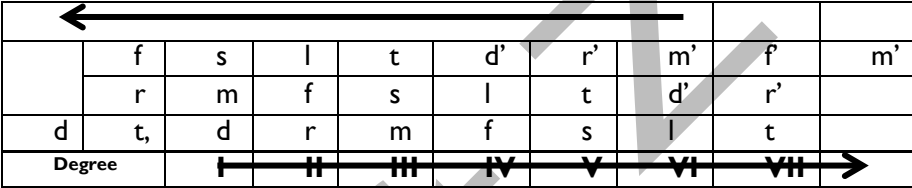
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9 1.2.1.3 **Demonstrate knowledge and ability to apply available manual and digital tools, materials and techniques for drawing, shading and colouring to create model artefacts based on own design ideas.**	
	1. Identify and use the available manual and digital tools, materials and techniques of drawing and shading and create drawings that show low, mid and high tones.	
	2. Experiment with the manual and digital tools, materials and techniques in shading to express low, medium and high tones for display and reflection.	
	2. Display own design concepts and artefacts for appreciation, reflection and feedback.	

STRAND: Creative Arts

SUB-STRAND: 2.1 Media and Techniques

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9. 2.1.1. *Visual Arts* Demonstrate understanding and apply media and techniques in casting, assemblage and folding.	**B9. 2.1.1.1** **Explore and identify media and techniques used to create visual artworks by casting, assemblage and folding.**	CC: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group
	1. Identify, describe, discuss and record information on available tools, materials and equipment from a variety of sources for casting, assemblage and folding. Examples: *from videos/ illustrations/ pictures/ realia*	CC: Ability to explain plans for attaining goals
	2. Test, classify and discuss the use of the tools, materials, equipment according to their findings on casting, assemblage and folding.	CG: Develop and express respect, recognition and appreciation of others' culture
	3. Apply the tools, materials and equipment safely and skilfully to create own artefacts using casting, assemblage and folding techniques and display them for appraisal using peer- and self-evaluation to review work for feedback. Examples of art specific language vocabulary: *casting, assemblage and folding.*	PL: Ability to serve group members effectively
	4. Apply knowledge and skills in safety, maintenance and sustainability to organise and store tools, materials and equipment, and clean up the work space.	CI: Ability to reflect on approaches to creative task and evaluate the effectiveness of tools used
	B9. 2.1.1.2 **Experiment by using techniques in casting to create visual artworks.**	
	1. Identify the techniques in casting such as filled-in, hump and hollow to create own cast artworks.	
	2. Design own cast artworks and apply the relevant techniques of casting to create own visual artworks for display and feedback.	DL: Ability to find and consume digital content
	3.Display cast artworks for appreciation, reflection and review using peer- and self-evaluation for feedback. Examples of art specific language vocabulary: *form, casting, hump and hollow.*	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9 2.1.1.3 **Apply artistic techniques in folding by using available media to make creative artworks.**	
	1.Identify the techniques in folding such as creasing, pleating, knotting, to make creative artworks and research artists who use folding techniques in their artwork.	
	2. Use the techniques in folding such as creasing, pleating and knotting to make creative artworks and use your research into artists who use folding techniques in their artwork to inform the design of your artwork. Techniques:*creasing, pleating, knotting, stippling, gluing and folding etc.,* Tools and Materials: *scissors, craft knife, glue, paper, fabric, staple pin, ribbons etc.,* Uses: *for decorations of halls, rooms, occasions, paper bags, broche etc.,*	
	3. Display folded artworks for appreciation, reflection and use peer- and self-evaluation to review work. Examples of art specific language vocabulary:*creasing, pleating, knotting, and folding.*	
	B9 2.1.1.4 **Experiment by using techniques in construction using available media to create own ideas and make visual artworks.**	
	1. Identify variety of techniques in construction by observing and interacting with artworks made using construction technique *(realia, OERs and other internet sources).* Some suggested examples of Local artists: *K. Z. Adzraku, Margaret Asabea Anakwa* Some suggested examples of National artists: *P.M. Amonoo* Some suggested examples of International (Diaspora) artists: *El Anatsui, Ibrahim Mahama*	
	2.Design and produce an art work applying some of the techniques identified in B9. 2.1.1.4 exemplar 1 Types of objects used: *found objects in the environment* How objects was joined: *stitching, gluing, stapling etc.,*	
	1. Display constructed artworks for appreciation, reflectionand use peer- and self-evaluation to review work. Examples of art specific language vocabulary: *form, line, texture, colour, texture, shape.*	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9. 2.1.2. *Music* Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music.	**B9 2.1.2.5** **Sing in pitch triads on all the seven degrees of the scale horizontally (*arpeggios*) and vertically (*harmony*).** 1. Sing and/or perform on melodic instruments triads built on all the seven degrees of the scale melodically. Sing through the triads as technical exercise *arpeggios*. Hold last notes at ends (*long pause*). 2. Sing and/or perform on keyboard/melodic instruments triads built on all the seven degrees of the scale harmonically. *Groups must be arranged from high voices to low (i.e. 1 through 4)* End on the first degree to complete the cycle. ***Replace [t] with [r] where highlighted because that note is not doubled in music.*	CC: Listening skills in Literacy is being enhanced PL: Take on different roles in their team to complete a task. CI: Ability to look at alternatives in creating new things DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem • PL- Show desire and preparedness to take initiatives • PL- Development of self-awareness to recognise strengths and weaknesses. • PL-Ability to monitor team members to ascertain progress

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9 2.1.2.6 **Create/Improvise a melody using (I, vi, IV, V) as the ostinato bass line.** 1. Rehearse an improvised melody on [**d: l: f: s**] ostinato and perform the melody with voice/instrument based on [I, vi, IV and V] chord progression. E.g.,	
B9. 2.1.3. *Dance and Drama* Demonstrate understanding and application of Dance Drama	**B9 2.1.3.7** **Create a simple Dance Drama and/or one act based on a topical issue.** 1. Identify and select materials for creating a Dance Drama and/or one act play.	DL – Ability to construct knowledge from non-lineal hyper textual navigation. PL – Desire to accept ones true self and overcome weaknesses
	B9.2.1.3.8 **Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama.**	
	1. Identify additional parts of the performance space. *Refer to Teachers pack.*	
	2. Explore the parts of the body and props essential for acting and dancing.	
	3. Explain masking, aside, apron, linear and circular patterns, etc., in dance and drama.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9.2.1.3.9 **Experiment and practice by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama.**	
	1. Improvise/Execute different postures at various levels and perform various movements – walking, running, crouching, swimming, fighting, etc., on the stage or in the performance space. *Refer to Teachers pack.*	
	2. Perform simple stage movements. Example: *move DR, UL, DC, DL, CC.*	
	3. Identify the positions on stage. Example: *Profile: open and close, full back, front, and positions: 1st, 2nd 3rd, 4th.*	
	4. Create a group artwork in place or in motion with stage balance/harmony in mind and use appropriate language to give supportive and informative peer- and self- evaluation.	

STRAND: Creative Arts

SUB-STRAND: 2.2 Creative and Aesthetic Expression

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9. 2.2.1. *Visual Arts* Exhibit art works produced from competencies and skills acquired from the application of the philosophies, designs and processes learnt from different *times* and *cultures*	**B9. 2.2.1.1** **Design and produce own visual artworks that reflect a range of different times, cultures and topical issues.**	
	1. Select an artist or art works from a different time or culture. Research and document the *elements of design* used in the art works such as colour, media, techniques, composition and content.	
	2. Use the information gathered on the selected artist to plan and use some of the elements of design in the art works (such as colour, media, content, composition) and the design process to create an artwork.	
	3. Develop and use peer- and self-evaluation criteria to review work in progress for reflection, encouragement, guidance and improvement: Examples of art specific language vocabulary: *form, line, texture, colour, shape, unity, balance, variety, harmony, technique, media.*	
	B9. 2.2.1.2 **Plan and display artworks that reflect the influence of a range of different times, cultures and topical issues.**	
	1. Investigate and apply the knowledge and skills in organising exhibition in Visual art paying attention to peculiarity of artefacts involved, target audience, space/venue, finance, publicity, etc.	
	2. Collaborate to analyse and present reports on the similarities, differences and challenges in preserving and exhibiting art works.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9. 2.2.1.3 **Organize an appreciation and appraisal of artworks produced using inspiration and ideas from different times, cultures and other relevant topical issues.**	
	1. Appreciate and appraise an artwork by using criteria that covers the form, content, elements and principles, purpose, cultural traditional/ contemporary impact.	
	2. Plan and organize a class exhibition and do self and Peer review on exhibits.	
B9. 2.2.2. *Music* Exhibit competencies in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues.	**B9. 2.2.2.4** **Design and produce own musical work that reflects a range of different times and cultures that promote and sensitise the public on emerging topical issues.**	• Imagining and seeing things in a different way
	1. Research and select your own and works of other musicians (either indigenous, art or pop) within the continent of African that promote and sensitise the public on emerging topical issues such as climate change, *galamsay*, sanitation, water, energy waste and conservation, disease, terrorism, war, democracy, etc.	• Ability to select the most effective creative tools for working and preparedness to give explanations • Ability to combine information and ideas from several sources to reach a conclusion
	2. Create a rehearsal plan for performing the chosen musical works in B9. 3.3.1.1 *Exemplar 1*, identifying and allocating time to the various aspects—singing, drumming, dancing, costume, venue, etc.	• Take on different roles in their team to complete a task. • Explain ideas in a clear order with relevant detail, using subject specific vocabulary.
	B9. 2.2.2.5 **Plan and display own and others' musical works within the continent of African that promote and sensitise the public on emerging topical issues.**	• Develop and express respect, recognition and appreciation of own and others' culture
	1. Give a concert with the selected compositions in B9. 3.3.1.1 *Exemplar 1* (to be video recorded) that begins with a presentation on the style and how it is sensitising the public on emerging topical issues.	• Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B9. 2.2.2.6 **Organize an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitise the public on emerging topical issues.**	
	1. Conduct an enquiry by playing the recorded video clip from B9. 2.2.1.2 *Exemplar 1* to a group of people (including students, staff and parents) to collect data and write an aesthetic appreciation report.	
	2. Reflect and refine own work using the feedback from the appraisal and aesthetic appreciation report.	
	3. Disseminate the findings of your research to the class by giving a presentation.	
B9. 2.2.3. *Dance and Drama* Producing a Dance Drama	**B9.2.2.3.7** **Perform an original Dance Drama and/or one act play on socio-cultural issues.**	CI – Imagining and seeing things in a different way.
	1. Rehearse and perform the original Dance Drama and/or one act play you created with your identified and selected materials to a selected audience.	
	B9.2.2.3.8 **Post - Performance Analysis of the original Dance Drama and/or one act play.**	CI - Ability to try alternatives and fresh approaches.
	1. Reflect on the audience response and prescribe areas of improvement.	
	B9.2.2.3.9 **Organize an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues.**	
	1. Invite an audience to watch the performance of own and others for appreciation and appraisal.	
	2. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances.	

STRAND: Creative Arts

SUB-STRAND: 2.3. Connections in Local and Global Cultures

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B9. 2.3.1. *Visual Art* Demonstrate the skill to correlate and generate ideas from creative artworks of African artists that reflect a range of different times, cultures and topical issues.	**B9. 2.3.1.1.** **Identify, discuss, and analyze creative artworks of African visual artists that reflect their background, influence and way of solving continental issues.**	• Ability to combine Information and ideas from several sources to reach a conclusion
	1.Scout for, gather and classify information on prominent African visual artists and record their respective artworks according to disciplines. Example: *Tribe, Education, Philosophy and Competition/ Exhibition, Achievements etc. (Ablade Glover, Dorothy Amenuke, Saka Aquaye, etc*	• Identification of requirements of a given situation and justification of more than one creative tool that will be suitable
	2. Reflect, discuss and appreciate prominent African visual artists, their motivation and inspiration in solving environmental and continental issues.	• Exhibit understanding of skills in using digital devices
	3. Analyze and make presentations on the contributions of artworks of prominent African visual artists in addressing continental issues.	• Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem
	B9. 2.3.1.2. **Examine and reflect on how African visual artists used their influence, personal responses to connect with other creative arts and subjects in Africa.**	• Recognition of societal issues raised by digital technologies • Ability to find and consume digital content
	1. Discuss and compare the approach, significance and achievements of prominent African visual artists in past and present contexts.	• Exhibit strong memory, intuitive thinking; and respond appropriately • Show a strong sense of belongingness to one's culture
	2. Appreciate and appraise how prominent African visual artists used their own history, culture and environment experience to influence the nature of their artworks.	• Ability to understand one's personality trait
	3. Examine, record and make presentation on how prominent African visual artists made connections with other creative arts and subjects in Africa	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B8. 2.3.2.3. **Distinguish different ways musical works of African art composers reflect the history, culture, environment and topical issues.**	• Develop and express respect, recognition and appreciation of own others' culture • Show responsibility for things within the environment
	1. Compare Akin Euba and J. H. K. Nketia.	• Ability to combine Information and ideas from several sources to reach a conclusion
	2. Transcribe a popular song from a composer from an African continent that promotes and sensitises the public an emerging topical issue such as climate change, war, terrorism, sanitation, etc.	• Take on different roles in their team to complete a task.
	B8. 2.3.2.4. **Appreciate and appraise at least three (3) African indigenous dance genres and three (3) popular musical genres from an African nationbased on their style, instruments, song themes, forms, dance movements, etc.**	• Explain ideas in a clear order with relevant detail, usingsubject specific vocabulary. • Exhibit a sense of nationality and global identity
	1. Research, select and document three (3) African indigenous genres and three (3) popular musical genres from an African nation based on their style, instruments, song themes, forms, dance movements, etc.	
	2. Compare and contrast two of the selected indigenous musical types and two of the popular musical types.	
	3. Watch and write an aesthetic appreciation report on an African movie commenting on acting, drama, music and dance scenes.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES

B9. 2.3.3.
Dance and Drama
Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues.
	B9.2.3.3.5
	   Reflect on a selected African creative work (Dance and/or Drama) and appreciate the ideas embedded.
	
	1. Discuss and document some important aspects of history, culture, and topical issues in the selected Africa creative work.
	
	B9.2.3.3.6
	  Create and perform a one act play based on your selected African Creative work (Dance/Drama).
	
	1. Rehearse and perform one act play. (The performance should be recorded)
	
	B9.2.3.3.7
	  Conduct a Performance Review
	
	1. Arrange a live performance or view the recorded creative work for appraisal.
		DL – Evaluate the quality and validity of information.
		
		CI – Demonstrate a thorough understanding of a generalized concept and fact specific to task or situation.

BASIC 10

SUB-STRAND: 1.4Career pathways in Design

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10. 1.4.1. Demonstrate understanding of career pathways in design relative to professions in the core curriculum subject areas.	**B10. 1.4.1.1** **Conduct a survey and produce a report on career pathways in design relative to professions for appreciation and sharing.** 1. Research to identify and document the different areas of design for discussion and reporting Examples: *graphic design, interior design, industrial design, architectural design, landscape design.* 2. Research to determine and record what design professionals do in the different areas of design for appreciation and sharing. Examples: interior designer, landscape designer, web designer. 3. Examine the professions in the core curriculum subject areas and identify where design fits in for sharing and discussion. Examples: Engineering *(Science, Maths, Computing)* Fashion Design *(Creative Arts, Career Technology)* Pharmacy *(Science, Maths)* etc. *In all careers there are products which are designed.*	• CC: Demonstrate behaviour and skills of working towards group goals • CP: Ability to combine Information and ideas from several sources to reach a conclusion • PL: Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation CI: Ability to merge simple/ complex ideas to create novel situation or thing DL: Ability to find and consume digital content

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B7. 1.4.1.2 **Identify and discuss the knowledge, skills and attitudes needed for careers in different design professions and the industry.**	
	1. Conduct personal interviews or use available ICT tools to search online and document the knowledge, skills and attitudes required for working as a design professional for presentation and feedback.	
	2. Analyze and reflect on the competencies, attitudes, remuneration, etc. required for training and employment in the design industry for discussion.	
	3. Apply information gathered to assess own interests, attitudes, competencies, etc. and make decisions on how design can promote own career goals and aspirations for sharing.	

SUB-STRAND: 2.1 Media and Techniques

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10 2.1.1. Visual Arts Demonstrate understanding of Visual Arts media and techniques and their application in carving, painting, and construction.	**B10. 2.1.1.1** **Explore to identify and apply media and techniques suitable for carving, painting and construction.**	
	1. Identify, describe and record tools, materials and equipment from sources for carving, painting and construction. Examples: *from videos/ illustrations/ pictures/ realia*	• CC: Understand roles during group activities. • CP: Identify important and appropriate alternatives
	2. Test and classify the tools, materials, equipment according to their uses in carving, painting and construction.	• CG: Understanding of influences of globalisation on traditions, languages and cultures
	2. Apply the tools, materials and equipment safely to create own artefacts by carving, painting and construction for appreciation.	
	4. Apply knowledge and skills in cleaning-up, storing and maintenance of tools, materials and equipment in a sustainable manner.	• PD: Demonstrate sense of feeling or belongingness to a group
	B10. 2.1.1.2 **Experiment the use of media and techniques of carving own creative artworks**	
	1. Identify the media and techniques of carving to create own visual artworks. Examples: *relief, in-the-round*	• CP: Exhibit strong memory, intuitive thinking; and respond appropriately
	2. Apply relevant media and techniques of carving to create own artworks. Select one artist from the previous research who uses carving to create artwork and use this to inform the design of your artwork. *For example, to select the type of media used, the technique used, the content or subject matter of the artwork.*	• DL: Ability to find and consume digital content
	3. Display carved artworks for appreciation, reflection and use peer- and self-evaluation to review work. Examples of art specific language vocabulary: *technique and the tools have been used well to carve the detail.*	• PL: Ability to select alternative(s) that adequately meet selected criteria •

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B10. 2.1.1.3 **Apply media and techniques of painting for creating own artworks**	
	1.Identify media and techniques of painting to create own artworks. Examples: *pen and wash, monochrome, poly chrome.* Examples of art specific vocabulary relevant to colour theory: *tint, tone, complementary, harmonious, primary, secondary, tertiary,*	
	2. Apply relevant media and techniques of painting to create own artworks.Select one artist from previous research who uses painting to create artwork and use this to inform the design of your artwork. *For example, to select the technique used the colour palette, the content or subject matter of the artwork.*	
	3. Display paintings for appreciation, reflection and use peer- and self-evaluation to review work. Example of art specific language vocabulary: *the selected technique worked well to paint detail but the selection of colour could have been improved to affect the mood of the artwork.*	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B10. 2.1.1.4 **Experiment with media and techniques of construction to create own visual artworks**	
	1. Identify and use selected media and techniques of construction to create own artworks.	
	2. Apply relevant media and techniques of construction to create own artworks. Select one artist from previous research who uses construction to create artwork and use this to inform the design of your artwork. *For example, to select the joining techniques used or the use of media.*	
	3. Display the constructed artworks for appreciation, reflection and use peer- and self-evaluation to review work. Examples of art specific language vocabulary: "*the choice of objects effectively created the mood of the artwork.*"	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES

B10 2.1.2.
Music
Demonstrate understanding and application of *cadences*, melody writing and harmonisation skills in music.
	B10. 2.1.2.5
	  Build and perform the four *cadences* in music (*Perfect, Imperfect, Interrupted* and *Plagal*).
	
	1. Determine by audiation the four *cadential* progressions in music.
	2. Identify *cadences* by their scale degree progressions aurally.
	
	B10. 2.1.2.6
	  Compose short melody within given parameters orally (with or without lyrics), make a digital recording of the composition for play back.
	
	1. Create a simple melody and record for playback.
	
	B10. 1.1.2.7
	  Compose a short hymn using a model, record it and write a project report based on *key signature, time signature, tempo, dynamics, rhythmic organisation, melodic phrases* and *cadential* points.
	
	1. Explain the structural elements used in the composition to an audience.
		• CC: Listening skills in Literacy is being enhanced
		
		• CI: Innovation and collaboration is being enhanced
		
		• CI: Creativity and Innovation enhanced
		
		• PL: Take on different roles in their team to complete a task.
		
		• DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem
		
		• PL- Show desire and preparedness to take initiatives
		
		• PL- Development of self-awareness to recognise strengths and weaknesses.
		
		• PL-Ability to monitor team members to ascertain progress

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES

B10 2.1.3.
 	
Dance and Drama
Demonstrate understanding and apply media, composition and analysis of dance and drama.
	B10.2.1.3.8.
	   Explore and identify the various approaches to improvisation for dance and drama.
	
	1. Identify the different theatre stages and record how they are used for productions.
	  Example: *blocking, balance, harmony*
	
	2. Explore various body extensions, voice ranges, and media for performances.
	Example: *drums, props, language.*
	
	3. Identify and use improvisational approaches in developing dance pieces and drama skits.
	Examples: *creating harmony/balance and blocking*
	
	B10.2.1.3.9
	   Experiment and practice by using approaches to improvisation for dance and drama.
	
	1. Use the improvisational approaches to plan and create a dance piece and drama skit for a performance.
	  Examples: *subject-matter, drafting a story or themes, scenario creation, auditioning and casting roles, developing motifs, rehearsals, performance and evaluation.*
		DL – Preparedness to make better decision with information at hand.
		
		CI - Ability to explain plans for attaining goals
		
		PL – Ability to mentor peers.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10. 2.2.1. *Visual Arts* Demonstrate understanding and apply the design process (idea development) to produce and display creative artworks that reflect a range of different times, cultures and topical issues.	**B10. 2.2.1.1** **Design and produce own visual artworks that reflect the history and cultures of some communities in the world and emerging global issues.**	DL: Ability to combine Information and ideas from several sources to reach a conclusion CP: Can effectively evaluate the success of solutions they have used to attempt to solve a complex problem
	1.Research and record information from the local environment inspired by the topic 'recycle'. Include research into an artist from a different culture or a different time, to help develop ideas. This could be in terms of media use, colours used or subject matter.	CI: Ability to select the most effective creative tools for working and preparedness to give explanations
	2. Apply recorded information, ideas and design process to make a visual artwork such as a painting that reflects the chosen topic and is influenced by artwork from a different culture or time.	PL: Take on different roles in their team to complete a task.
	3. Select a media to create an artwork that reflects the research and analysis of how other artists have addressed global issues that affect daily life such as, poverty, the environment, consumerism in their work. Examples of forms the artwork could take are; painting, graphic design, textile, sculpture, Ceramic, Jewellery/Beadwork, leatherwork, etc'	CC: Explain ideas in a clear order with relevant detail, using subject specific vocabulary.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B10. 2.2.1.2 **Plan and display of visual artworks that reflect the history and cultures of some communities in the world and emerging global issues**	CG: Develop and express respect, recognition and appreciation of own and others' culture
	1. Research, analyse and define the role, responsibilities and skills for curating, selecting, preserving, displaying visual artworks in galleries, museums, national centres for culture.	DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem
	2. Collaborate to organise an exhibition of artworks that reflect a community of the world and write a report for dissemination by print and mass media	PL: Recognise one's emotional state and preparedness to apply emotional intelligence PL: Division of task into solvable units and assign group members to task units DL: Learn to use digital content in an online space

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B10. 2.2.1.3 **Organize an appreciation and appraisal of visual artworks that reflect the history and cultures of some communities in the world and emerging global issues**	
	1. Participate actively in a group appraisal and analysis of visual artworks across selected regions of the world e,g, (Africa, Europe, Islamic, oriental) using conventional and accepted criteria. Examples: • How does the artwork make you feel? • How is the artwork made? • When was it made? • How has the artist used the media to communicate an idea or a mood? • What colours have been used and how has this effected the mood of the artwork?	
	2. Reflect on the recorded views and arguments of peers on the appreciation and appraisal of visual artworks in *B10.2.2.1.3 Exemplar 1* and present your own independent views.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10. 2.2.2. *Music* Demonstrate understanding and apply the design process (idea development) to produce and display own original musical compositions that reflect a range of different times, cultures and topical issues.	**B10. 2.2.2.4** **Design and produce original musical compositions or models of other composers that reflect the history and cultures of global communities to promote and sensitise the public on emerging topical issues** 1. Research and select a work of a musician (either indigenous, art or pop) in the global community that promotes and sensitises the public on emerging topical issues. 2. Create a rehearsal plan for performing the chosen musical works in B10. 2.3.1.1 *Exemplar 1*, identifying and allocating time to the various aspects—singing, drumming, dancing, costume, venue, etc. **B10. 2.2.2.5** **Plan and display own and others' musical works in the global community that promote and sensitise the public on emerging topical issues.** 1. Stage a concert with the selected compositions in B10. 2.3.1.1 *Exemplar 1* (to be video recorded) that begins with a presentation on the style and how it is sensitising the public on emerging topical issues. **B10. 2.2.2.6** **Organize an appreciation and appraisal of own and others' original works in the global community that promote and sensitise the public on emerging topical issues.** 1. Conduct an enquiry by playing the recorded video clip from B10. 2.3.1.1 *Exemplar 1* to a group of people (including students, staff and parents) to collect data and write an aesthetic appreciation report on it. 2. Reflect and refine own work using the feedback from the appraisal and aesthetic appreciation report. 3. Disseminate the findings of your research to the class by giving a presentation.	CI: Imagining and seeing things in a different way CI: Ability to select the most effective creative tools for working and preparedness to give explanations CP: Ability to combine information and ideas from several sources to reach a conclusion PL: Take on different roles in their team to complete a task. CC: Explain ideas in a clear order with relevant detail, using subject specific vocabulary. CG Develop and express respect, recognition and appreciation of own and others' culture DL: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10. 2.2.3. *Dance and Drama* Demonstrate understanding and apply the design process (idea development) to produce and display own creative artworks that reflect a range of different times, cultures and topical issues.	**B10 2.2.3.7** **Design and produce own dance and drama that reflect the history and cultures of some communities in the world and emerging global issues.**	CP – identify and prove misconceptions about a generalize concept or fact specific to a task or situation. PL – Division of task into solvable units and assign group members to task units. CI - Ability to visualize alternative, seeing possibilities, problems and challenges.
	1. Describe how to plan a dance and a drama production based on the history and cultures of some communities in the world and emerging global issues.	
	2. Design and produce own dance piece and drama skit based on the history and cultures of some communities in the world, emerging global issues.	
	B10 2.2.3.8 **Plan a display of complete own and others' dance and drama that reflect the history, cultures of some communities in the world and emerging global issues.**	
	1. Collaborate and record how to plan a complete dance and drama production based on the history, cultures of some communities in the world and emerging global issues.	
	2. Choose and prepare a venue to showcase the performance for appreciation and appraisal.	
	3. Rehearse and perform the planned dance and drama.	
	B10 2.2.3.9 **Organize and appreciation and appraisal of complete own and others' dance and drama that reflect the history and cultures of some communities in the world and emerging global issues.**	
	1. Invite an audience to watch the performance of own and others for appreciation and appraisal.	
	2. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances.	

SUB-STRAND: 2.3. Connections in Local and Global Cultures

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10. 2.3.1. *Visual Arts* Demonstrate the aptitude to correlate and generate ideas from creative artworks of contemporary and global artists that reflect the history, culture, tourism, environment and topical issues.	**B10. 2.3.1.1.** **Research and make connections among visual artworks that reflect the history and cultures of some communities in the world and emerging global issues**	CC: Identify underlying themes, implications and issues when listening CC: Anticipate different responses from the audience and plan for them. CG: Show a strong sense of belongingness to one's culture CP: Preparedness to make better decision with information at hand
	1. Research, analyse and discuss any two artists or art forms, (local or global) from different times and/or cultures that address global issues such as, ignorance, poverty and the environment.	
	2. Document and discuss how each artist has addressed global issues that affect daily life, such as poverty, the environment. Analyse the use of media, materials, content and visual elements such as colour, tone, line, form, composition, texture, pattern.	
	3. Select and compare own artwork to the selected art works in *Exemplar 1* above and show how they have addressed global issues that affect daily life such as, ignorance, poverty, the environment. Examples of forms the artwork could take are *painting, graphic design, textile, sculpture, weaving.*	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
	B10. 2.3.1.2. **Distinguish ways that own and others' artworks are used to represent, establish, emphasize, and reflect global identity.**	
	1. Research and discuss trends in contemporary art globally and record same into your student portfolio.	
	2. Compare and contrast similarities between the visual arts and other subjects or discipline and show how an interdisciplinary approach can mitigate the challenges of society. For example the interrelatedness between Visual Arts and Social Studies; Music, Dance, Drama and Mathematics, etc. in finding solutions to the socio-economic challenges of society.	
	3. Design an interdisciplinary project and execute it collaboratively to solve an identified challenge in your immediate environment. Describe how the visual arts are used to resolve the identified challenge. For example WASH project, teanage Pregnancy, child labour, issues of SEN, etc.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10. 2.3.2. *Music* Demonstrate the aptitude to correlate and generate ideas from indigenous creative musical forms and contemporary /global musical works that reflect the history, culture, tourism, environment and topical issues.	**B10. 2.3.2.3.** **Identify diaspora African indigenous and art musicians in the global community whose works reflect the history, culture, environment and topical issues in Africa.** 1. .Select one African diaspora indigenous or popular musician and assess his/her contribution to the society. 2. Transcribe any song in the global world that promotes and sensitises the public on emerging topical issue such as climate change, *galamsay*, sanitation, energy waste, water, disease, terrorism, war, democracy, etc. **B10. 2.3.2.4.** **Appreciate and appraise one African diaspora indigenous and one African diaspora popular musician within the global community based on their style, instruments, song themes, form, dance movements, etc.** 1. Research, select and document one African diaspora indigenous musician and one African diaspora popular musician within the global community based on their style, instruments, song themes, form, dance movements, etc. 2. Compare and contrast one African diaspora indigenous musician and one African diaspora popular musician.	CG: Develop and express respect, recognition and appreciation of own and others' culture CG: Show responsibility for things within the environment CC: Ability to combine Information and ideas from several sources to reach a conclusion PL:Take on different `roles in their team to complete a task. CC: Explain ideas in a clear order with relevant detail, usingsubject specific vocabulary. CG: Exhibit a sense of nationality and global identity

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10. 2.3.3. *Dance and Drama* Demonstrate the aptitude to correlate and generate ideas from creative artworks of contemporary and global dance and drama artistes that reflect world history, culture, tourism, environment and topical issues.	**B10 2.3.3.5** **Analyze creative artworks of the global community and other artists and use their creative ideas to create own dances and plays based on their history, culture environment and topical issues.**	CI - Can see the importance of including all team members in discussions and actively encourage contributions from their peers in their team. CP – Ability to identify important and appropriate criteria to evaluate each alternatives PL – Ability to monitor team members to ascertain progress.
	1. Discuss and document some important aspects of history, culture, topical issues in the global village or other places that are reflected in the selected dance or play.	
	B10 2.3.3.6 **Plan and display own or other artists' dance and drama works based on the knowledge gained from the global village or other contemporary artworks.**	
	1. Set a date, rehearse and perform own dance or play based on the knowledge gained from analyzing selected dance and plays of artists of the global village or other contemporary artworks.	
	B10 2.3.3.7 **Organise an appreciation of own dance and/or plays or those of other artistes in Africa or other places based on knowledge of world cultures, history, environmental and personal responses to creative arts globally.**	
	1. Arrange for the viewing and analysis of own dance or drama performance, own or video of others, and evaluate how the historical, cultural and topical issues across the globe or other places were appropriately reflected in the performance.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10. 2.3.4. *Visual Arts, Music, dance and Drama* Demonstrate understanding of the professional ethics and organizational behaviours in the creative arts industry and develop a proposal to establish and manage an interdisciplinary entrepreneurial project.	**B10. 2.3.4.1** **Research and document the professional ethics of the associations that belong to the creative arts industry, i.e. MUSIGA/ACTORS' GUILD/GAVA/GATA/PATAG.**	DL: Knowledge and recognition of ethical use of information CI: Ability to merge simple/ complex ideas to create novel situation or thing CC: Ability to keep group working on relevant activities PL: Ability to set and maintain personal standards and values PL: Ability to manage time effectively
	1. Compare the code of professional conduct for MUSIGA and the ACTORS' GUILD, GAVA,	
	2. Examine a case of prejudice, discrimination and gender bias in the creative arts industry.	
	B10. 2.3.4.2 **Develop an interdisciplinary proposal for establishing and managing an arts event.**	
	1. Collaborate with colleagues in other subject areas to develop a proposal for an interdisciplinary entrepreneurial project.	
	2. Disseminate the project ideas to an interdisciplinary audience by giving a presentation.	
	3. Reflect and refine proposal using the feedback from the appraisal and review comments for future use.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES AND SUBJECT SPECIFIC PRACTICES
B10. 2.3.5. *Visual Arts, Music, dance and Drama* Demonstrate understanding of entrepreneurship and how to establish, manage and sustain small business in Creative Arts and Design.	**B10. 2.3.5.1** **Determine the concept and role of entrepreneurship and entrepreneurs in Creative Arts and Design.**	
	1. Research to define and document the concept of entrepreneurship and entrepreneur for sharing and discussion.	
	2. Determine the factors that engender and sustain entrepreneurship and entrepreneurs for reflection and sharing.	
	3. Find out and analyse information on types and factors that engender and sustain entrepreneurship. Examples of factors: *Interest/ passion; strength* Types: *Sole proprietorship* Knowledge, Competence/skill: *market niche, material resources, capital (financial literacy) Location, human resource*	
	B10. 2.3.5.2 **Demonstrate the knowledge, skills, competencies, attitudes, etc. required for entrepreneurship in Creative Arts and Design disciplines.**	
	1. Research to determine and analyse knowledge, skills, competencies, attitudes, etc. required for entrepreneurship in Visual Arts / Music / Dance and Drama.	

UNPACKING THE CORE COMPETENCES OF THE STANDARD BASE CURRICULUM (NaCCA)								
SUB-SKILLS (KG 1-2)			**SUB-SKILLS (B1 -6)**			**SUBSKILLS (B7- 10)**		
LISTENING	PRESENTING	TEAM WORK	LISTENING	PRESENTING	TEAM WORK	LISTENING	PRESENTING	TEAM WORK
Listen to others for a short time	Speak clearly to convey simple ideas.	Take turns in conversation	Listen and ask relevant questions based on what was heard	Ability to accurately produce sounds in words	Take on different roles in their team to complete a task.	Identify words or sentences in context or appropriately	Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group	Demonstrate behaviour and skills of working towards group goals
Listen and follow simple instructions	Convey simple answers or thoughts.	Make a contribution towards a task as part of a group.	Listen to multiple speakers, retain the information and give a	Apply and vary pitch, loudness, intonation and quality of voice	Relate with team and find ways to resolve a disagreement	Interpret correctly and respond to non- verbal communica	Explain ideas in a clear order with relevant detail,	Understand and use interpersonal skills

Side label (vertical): COMMUNICATION AND COLLABORATION

			basic account			tion such as facial expressions, cues and gestures	using conjunctions to structure and speech.	
Understand sound in words	Identify and usual visual means such as drawing and figures to express ideas		Identify and explain the different purposes of speech	Logically order information in a way that could be understood by an audience.	Think beyond their task and actively support other team members to complete their task.	Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication	Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes	Understand roles during group activities
			Follow and take part in a group discussion and express	Use appropriate language structure and	Help team make decisions and make own	Identify underlying themes, implications and	Anticipate different responses from the audience	Ability to keep group working on relevant

					opinions	gesture to engage audience.	suggestions.	issues when listening	and plan for them.	activities
					Apply prewriting skills and strategies to generate ideas, clarify purpose and define audience	Identify and usual visual means such as drawing and figures to express ideas	Understand and relate with others meaningfully	Identify and analyse different points of views of speaker	Can vary the level of detail and the language use when presenting to make it appropriate to the audience.	Can see the importance of including all team members in discussions and actively encourage contributions from their peers in their team
							Ability to contribute ideas and resources for presentation of findings			Ability to work with all group members to complete a task successfully
							Understand and do different kinds of			Effectively perform multiple roles within

					activities to help group complete a task successfully			the group
					Help identify group goals and show commitment to group goals			Demonstrate an awareness of the wider team dynamics and work against negative conflict in the team
					Understand and be empathic of group members			

	SUB-SKILLS (KG 1-2)		SUB-SKILLS (B1 -6)		SUBSKILLS (B7- 10)	
	CRITICAL THINKING	**PROBLEM SOLVING**	**CRITICAL THINKING**	**PROBLEM SOLVING**	**CRITICAL THINKING**	**PROBLEM SOLVING**
CRITICAL THINKING AND PROBLEM SOLVING	Can weigh options and make a choice	Following instructions to solve a problem.	Identify and explain simple problems	Ability to understand features of a problem	Ability to combine Information and ideas from several sources to reach a conclusion	Ability to effectively define goals towards solving a problem
	Ask for help when need be, where and whom.	Ask for support in overcoming difficulties.	Have the desire to find extra information.	Ask for support to solve a problem.	Analyse and make distinct judgment about viewpoints expressed in an argument	Ability to explain plans for attaining goals
			Come up with different ways to solve a problem.	Identify extra information to solve a problem.	Create simple logic trees to think through problems	Identify important and appropriate alternatives
			Use pros and cons to pick the best way of solving a simple problem	Appreciate and explain the many different ways	Generate hypothesis to help answer complex problems	Ability to identify important and appropriate criteria to evaluate each alternatives

			Identify and demonstrate misconceptions about a generalised concept or fact specific to a task or situation	Articulate a problem and evaluate alternative possible solutions	Can effectively evaluate the success of solutions they have used to attempt to solve a complex problem	Ability to select alternative(s) that adequately meet selected criteria
					Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation	Preparedness to recognise and explain results after implementation of plans
					Provide new insight into controversial situation or task	Implement strategies with accuracy
					Identify and prove misconceptions about a generalised concept or fact specific to a task or situation	
					Identify and explain a confusion, uncertainty, or a contradiction surrounding an event	

					Develop and defend a logical plausible resolution to a confusion, uncertainty or contradiction surrounding an event	

	SUB-SKILLS (KG 1-2)		SUB-SKILLS (B1 -6)		SUBSKILLS (B7- 10)	
	PERSONAL DEVELOPMENT	**LEADERSHIP**	**PERSONAL DEVELOPMENT**	**LEADERSHIP**	**PERSONAL DEVELOPMENT**	**LEADERSHIP**
PERSONAL DEVELOPMENT AND LEADERSHIP	Ability to describe one's feeling.	Show desire and preparedness to take initiatives	Development of self-awareness to recognise strengths and weaknesses.	Ability to assign roles to group members	Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)	Ability to serve group members effectively
	Ability to describe team mates' feelings.	Exhibit knowledge of duties expected of them	Recognise one's emotional state and preparedness to control their emotions	Ability to identify when members need support or assistance.	Demonstrate sense of feeling or belongingness to a group	Division of task into solvable units and assign group members to task units
	Appreciation of one's appearance and others'		Desire to accept one's true self and overcome weakness	Delegate responsibility among peers and encourage them	Recognise one's emotional state and preparedness to apply emotional intelligence	Ability to manage time effectively
			Ability to set and maintain personal standards	Contribute to team discussion to reach a consensus on which action to take.	Ability to understand one's personality trait	Ability to manage and resolve conflict

				Assign tasks and help team mates.	Desire to accept one's true self and overcome weakness	Ability to monitor team members to ascertain progress
				Resolve disagreements between peers.	Ability to set and maintain personal standards and values	Ability to mentor peers
						Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others
						Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those changes

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP	SUB-SKILLS (KG 1-2)		SUB-SKILLS (B1 -6)		SUBSKILLS (B7- 10)	
	CULTURAL IDENTITY	**GLOBAL CITIZENSHIP**	**CULTURAL IDENTITY**	**GLOBAL CITIZENSHIP**	**CULTURAL IDENTITY**	**GLOBAL CITIZENSHIP**
	Exhibit awareness of family name	Exhibit knowledge of taking care of the environment	Exhibit awareness of common cultural practices, beliefs, norms and values	Identify and appreciate different cultures of the world	Show a strong sense of belongingness to one's culture	Understanding of influences of globalisation on traditions, languages and cultures
	Ability to exhibit knowledge of acceptable manners	Show acknowledgement and appreciation of others' culture	Exhibit skills in evaluating beliefs, ethics and norms	Desire and preparedness to derestrict one's self from thing one knows, love and comfortable with and give in for appropriate change	Develop and exhibit ability to defend one's cultural beliefs, practices and norms	Recognise resistance to global practices that are inimical to our culture
	Believe in basic cultural practices	Show responsibility for things within the environment	Assess and accept cultural dynamism	Ability to think deeply and critically about practices that are	Develop and express respect, recognition and appreciation of others' culture	Know the global discourse about the roles of males and females

			equitable and just globally		
		Develop confidence in standing up for one's belief and norms	Understand the need to desist from practices that are harmful to our planet	Develop and exhibit a sense of cultural identity	Exhibit a sense of nationality and global identity
				Adjustment to the demands of customs, traditions, values and attitudes of society	

	SUB-SKILLS (KG 1-2)		SUB-SKILLS (B1 -6)		SUBSKILLS (B7- 10)	
CREATIVTY AND INNOVATION	KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES	REFLECTION AND EVALUATION	KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES	REFLECTION AND EVALUATION	KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES	REFLECTION AND EVALUATION
	Role play real world settings	Imagining and seeing things	Exhibit skill of inquisitiveness and	Preparedness to reflect on approaches to	Ability to look at alternatives in creating	Exhibit strong memory, intuitive thinking;

		differently	curiosity	creative task and evaluate the effectiveness of tools used	new things	and respond appropriately
	Ability to imagine different things	Preparedness to share experiences and express thinking behind thoughts and processes	Ability to think independently; respond to ideas, questions, tasks or problems in a different way	Ability to select the most effective creative tools for working and give reasons	Ability to merge simple/ complex ideas to create novel situation or thing	Ability to reflect on approaches to creative task and evaluate the effectiveness of tools used
	Exhibit skills of being inquisitive and curious		Generate multiple ideas from initial idea.	Being open-minded, adapting and modifying ideas to achieve creative results	Identification of requirements of a given situation and justification of more than one creative tool that will be suitable	Ability to select the most effective creative tools for working and preparedness to give explanations
	Ability to think independently; respond to ideas, questions, tasks or		Identify and use different component of ideas to create new things.	Look and think about things from different perspective	Ability to visualise alternatives, seeing possibilities, problems and challenges	Imagining and seeing things in a different way

problems outside the box		Use mind mapping as a creative tool to support how to generate, develop and link ideas.	Recognise and generalise information and experience ; search for trends and patterns	Ability to try alternatives and fresh approaches	Anticipate and overcome difficulties relating initiatives
		Use of skills of visualising alternatives, seeing possibilities, problems and challenges	Interpret and apply learning in new context	Understand and use analogies and metaphor	Being open-minded, adapting and modifying ideas to achieve creative results
		Putting forward constructive comments, ideas, explanations and new ways of doing things	Make observations about others' perspective and values	Putting forward constructive comments, ideas, explanations and new ways of doing things	Look and think about things differently and from different perspective
		Generate and merge simple ideas	Reflect on work and explore thinking behind thoughts and processes		Recognise and generalise information and experience ; search for trends and patterns
					Interpret and

					apply learning in new context
					Reflect on work and explore thinking behind thoughts and processes

	SUB-SKILLS (KG 1-2)		SUB-SKILLS (B1 -6)		SUBSKILLS (B7- 10)	
	PHOTO-VISUAL AND INFORMATION LITERACY	SOCIO-EMOTIONAL AND REPRODUCTION	PHOTO-VISUAL AND INFORMATION LITERACY	SOCIO-EMOTIONAL AND REPRODUCTION	PHOTO-VISUAL AND INFORMATION LITERACY	SOCIO-EMOTIONAL AND REPRODUCTION
DIGITAL LITERACY	Communicate appropriately with digital tools	Ability to handle and manipulate simple digital tools	Ability to research and communicate information	Use synthetic and dynamic thinking abilities to create meaningful new combinations from existing information	Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem	Understand sociological and emotional aspects of work in cyberspace
	Exhibit understanding of skills in using digital devices	Show care for digital tools	Understand and undertake offline reading	Create and use digital content	Ability to recognise and avoid traps in cyberspace	Use digital tools to create novel things
			Communicate appropriately with digital tools	Learn to use digital content in an online space	Ability to find and consume digital content	Adhere to behavioural protocols that prevail in cyberspace
			Exhibit understanding of skills in using	Understand appropriate and inappropriate behaviour in	Ability to construct knowledge from a non-linear hyper textual	Recognition of societal issues raised by digital

			digital devices	cyberspace and their implications	navigation	technologies
			Communicate appropriately with digital tools	Apply safest online practices	Evaluate the quality and validity of information	Knowledge and recognition of ethical use of information
			Recognise ownership of information	Understand and apply proper social habits in cyberspace	Preparedness to make better decision with information at hand	
			Decode and understand photo-visual messages easily and fluently			

- **Please note these inclusivity issues:**

- **The core competencies outlined in this document must be assessed with consideration of people with special needs (physical disabilities, learning disabilities etc.). Consider the use of realia for those with visual disabilities and visual learners.**

- **A system of creating alternatives for task must also be adopted.**