

# SECOND TERM

## WEEKLY LESSON PLAN – B9

### WEEK I

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

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

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

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

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

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

# SECOND TERM

## WEEKLY LESSON PLAN – B9

### WEEK 2

<b>Week Ending:</b> 19-01-2024	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Design
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation & The Design Process
<b>Content Standard:</b> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society		<b>Indicator:</b> B9 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can describe the differences between creativity and innovation		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Creativity, Innovation, Design, Solution	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 44		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a thought-provoking question: "Can you think of a problem in your community or the world that needs a creative solution?"</p> <p>Allow learners to share their ideas in a brief discussion. Write some of their responses on the board.</p> <p>Share performance indicators and introduce the lesson</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Begin the lesson by displaying an image or video of a design product that solves a specific social problem, such as a water filtration system for communities with limited access to clean water.</p> <p>Ask learners to brainstorm what they think the problem is that this product is addressing and discuss their answers as a class.</p> <p>Divide the class into small groups and assign each group a specific social problem, such as access to education, food waste, or renewable energy.</p> <p>Instruct the groups to conduct research and find examples of design products or solutions that address their assigned social problem.</p> <p>Encourage the groups to analyze and evaluate the chosen products, considering factors such as feasibility, effectiveness, user-friendliness, and impact on society.</p>	Pictures and charts

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



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

	<ol style="list-style-type: none"><li>2. Describe how you used texture and different materials to make your piece interesting.</li><li>3. Explain how the work of an artist you researched inspired your design choices.</li></ol>	
<b>PHASE 3: REFLECTION</b>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

<b>Week Ending:</b> 19-01-2024	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance and Drama)
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B9. 2.1.3: Demonstrate understanding and application of media and techniques in Dance and Drama		<b>Indicator:</b> B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore the parts of the body and props essential for acting and dancing		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Ostinato, Chord progression, Scale	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 51		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE I: STARTER</b>	Revise with learners on the previous lesson.  Draw learner's attention to the new lesson's content standard and indicator(s).	
	Revise with learners the meaning of performance space. <i>In dance and drama, a performance space refers to the physical area where a performance takes place.</i>  Guide learners to identify additional parts of the performance space. <ul style="list-style-type: none"> <li>• <i>Stage: The elevated platform where performers present the play, dance, or other artistic expressions.</i></li> <li>• <i>Proscenium Arch: A large, rectangular opening that frames the stage, creating a visual border between the performance area and the audience.</i></li> <li>• <i>Apron: The front part of the stage that extends beyond the proscenium arch, reaching into the audience space in front of the stage.</i></li> <li>• <i>Wings: Offstage spaces to the sides of the stage where performers wait for their entrances.</i></li> <li>• <i>Backstage: The area behind the stage where performers prepare for their entrances and exits.</i></li> <li>• <i>Fly System: A system of ropes, pulleys, and counterweights used to raise and lower scenery, curtains, or props on and off the stage.</i></li> <li>• <i>Grid: An overhead structure above the stage that supports lighting equipment, curtains, and other technical elements.</i></li> <li>• <i>Orchestra Pit: A lowered area in front of the stage where musicians may be situated to accompany a performance.</i></li> <li>• <i>House: The area where the audience is seated during a performance.</i></li> <li>• <i>Aisles: Passageways between rows of seats in the audience area, allowing for movement to and from seats.</i></li> <li>• <i>Lobby: The area outside the performance space where audience members gather before, during intermission, and after the performance.</i></li> </ul>	Music box, pictures and charts

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

# SECOND TERM

## WEEKLY LESSON PLAN – B9

### WEEK 3

<b>Week Ending:</b> 26-01-2024	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music		<b>Indicator:</b> B9 2.1.2.6 Create/improvise a melody using (I, VI, IV, V) as the ostinato bass line
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can create/improvise a melody using (I, VI, IV, V) as the ostinato bass line		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Ostinato, Chord progression, Scale	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 48		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin by playing a recording of a familiar song with a recognizable bass line, such as "Seven Nation Army" by The White Stripes.</p> <p>Ask learners to identify the repetitive bass pattern and discuss how it contributes to the overall feel of the song.</p> <p>Briefly explain the concept of an ostinato, emphasizing its role as a foundation for improvisation</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Play the ostinato [d: l: f: s] on an instrument or keyboard and have learners sing it back individually and in groups.</p> <p>Discuss the intervals between the notes (D-A, A-F, etc.) and reinforce the concept of scales.</p> <p>Divide learners into pairs or small groups. Instruct each learner in each group to play the ostinato continuously while the other improvises a melody on top, using the [I, VI, IV, V] chord progression as a guide.</p> <p>Encourage them to explore different rhythms, intervals, and dynamics.</p> <p>Challenge learners to create variations on their improvised melodies.</p>	Music box, pictures and charts

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

<b>Week Ending:</b> 26-01-2024	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance and Drama)
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama	<b>Indicator:</b> B9.2.1.3.9 Experiment and practice by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore and execute different postures and movements on the stage.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Posture, levels, stage, directions, blocking	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 51		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a brief discussion on the importance of body language and movement in theatre.</p> <p>Ask learners to share examples of how body language can convey emotions or actions without words.</p> <p>Introduce the concept of using the entire body to express characters and actions on stage. Show a few images or short video clips from the teacher's pack to spark interest and curiosity.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>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.</p> <p>Conduct a brief physical warm-up to prepare learners for movement activities. Include stretching, simple exercises, and breathing exercises to promote flexibility and focus.</p> <p>In pairs or small groups, have learners improvise various postures and movements.</p> <p>Encourage them to explore different levels (high, medium, low) and express emotions or actions through their bodies. Circulate and provide feedback as they experiment.</p> <p>Teach learners simple stage movements using the stage directions. Have them practice moving to different areas of the stage (DR, UL, DC, DL, CC).</p>	<p>Music box, pictures and charts, Open space for movement</p>

	<p>Emphasize the importance of clarity and purpose in their movements.</p> <p>Give learners a scenario or emotion (e.g., walking confidently, crouching in fear, swimming gracefully) and have them improvise a short scene incorporating the given movement.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. "How did your understanding of posture and movement change during today's activities?"</li> <li>2. "What challenges did you face when practicing stage movements, and how did you overcome them?"</li> <li>3. "Can you identify a specific moment during the improvisation where your body language effectively conveyed the given scenario or emotion?"</li> <li>4. "How do you think the use of levels and stage directions enhances the overall impact of a theatrical performance?"</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	



<b>Week Ending:</b> 26-01-2024	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance and Drama)
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama	<b>Indicator:</b> B9.2.1.3.9 Experiment and practice by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and practice various positions on stage, including profiles and positions.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Profile, full back, Positions, stage, balance, harmony	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 51		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a short discussion on the concept of stage positions.</p> <p>Ask learners if they are familiar with terms like "profile," "full back," and "front." Show images or short video clips from the teacher's pack to illustrate these positions on stage.</p> <p>Discuss why understanding stage positions is important for performers and how it contributes to a visually balanced performance.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>In pairs or small groups, have learners practice different stage positions—profiles, full back, and variations of dance positions.</p> <p>Encourage them to experiment with body angles and explore how these positions can convey different emotions or themes.</p> <p>Assign each group the task of creating a visual artwork using the large sheets of paper.</p> <p>Emphasize the importance of achieving stage balance and harmony in their composition. They can represent characters, scenes, or abstract concepts through their artwork.</p> <p>Encourage groups to discuss and plan how to distribute elements within their artwork to achieve visual balance.</p> <p>Each student should contribute ideas and consider the overall composition.</p>	Music box, pictures and charts, Open space for movement

	<p>Allow each group to present their artwork to the class. After each presentation, facilitate a brief discussion on how the group achieved balance and harmony in their composition.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• "How did your group apply stage positions to create visual balance in your artwork?"</li> <li>• "What challenges did you encounter in achieving stage harmony, and how did your group address them?"</li> <li>• "Reflect on your own contribution to the group. How did you communicate and collaborate with your peers?"</li> <li>• "In what ways do stage positions and balance contribute to the overall aesthetics and impact of a theatrical performance?"</li> </ul>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

# SECOND TERM

## WEEKLY LESSON PLAN – B9

### WEEK 4

<b>Week Ending:</b> 02-02-2024	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Design
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation & The Design Process
<b>Content Standard:</b> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society		<b>Indicator:</b> B9 1.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate and share their insights on the significance of creativity in the design process.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Creativity, innovation, appreciation, design	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 44		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a thought-provoking question: "Can you think of a product, technology, or design that you find innovative or creative? Why?"</p> <p>Allow learners to share their thoughts and discuss as a class. This sets the stage for understanding the role of creativity in design.</p> <p>Share performance indicators and introduce the lesson</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Provide examples of design projects or innovations and ask learners to analyze the information.</p> <p>Discuss what makes each example creative or innovative. Use this as an opportunity to introduce the concept of design thinking.</p> <p>Break down the design process into stages (e.g., research, ideation, prototyping, testing) and discuss each stage with the learners.</p> <p>Use real-world examples to illustrate how these stages are applied in different design projects.</p> <p>Assign each group a design scenario (e.g., designing a new school backpack, a smartphone app, or a sustainable transportation system).</p> <p>Have them brainstorm ideas, sketch designs, and outline the steps they would take in each stage of the design process.</p>	<p>Pictures and charts,</p> <p>Examples of design projects or innovations</p> <p>Internet access for research (if available)</p>

	<p>Each group presents their design scenario and the steps they would take.</p> <p>Encourage a class discussion on the diversity of ideas and approaches.</p> <p>Discuss the importance of appreciating different perspectives in the design process.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. "What aspect of the design process did you find most interesting or challenging during today's activity?"</li> <li>2. "How did creativity contribute to the diversity of ideas within your group?"</li> <li>3. "Reflect on a real-world example of innovation. How did the design process play a role in its development?"</li> <li>4. "In what ways can appreciation for creativity enhance collaboration and problem-solving in the design process?"</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

<b>Week Ending:</b> 02-02-2024	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B9. 2.2.1 Exhibit art works produced from competencies and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures		<b>Indicator:</b> B9. 2.2.1.2 Plan and display artworks that reflect the influence of a range of different times, cultures and topical issues.
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can apply knowledge and skills to organize an exhibition in Visual Arts, considering various aspects such as artefacts, target audience, space, finance, and publicity.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Cultural Influence, Topical Issues, Exhibition, Curator	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 53		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with an engaging activity. Show images of two contrasting artworks—one influenced by a specific culture and another addressing a topical issue.</p> <p>Ask learners to observe and discuss the differences in style, theme, and cultural context.</p> <p>Encourage them to share their interpretations and opinions.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Provide learners with a selection of artifacts or artworks from different times and cultures.</p> <p>In small groups, have them investigate the cultural influences and topical issues represented in each piece.</p> <p>In groups, assign each team a theme (e.g., "Cultural Diversity," "Environmental Issues") for their exhibition.</p> <p>Learners will design a layout for their exhibition, considering the artifacts, target audience, space/venue, finance, and publicity.</p> <p>Each group presents their exhibition concept to the class. Encourage them to articulate their choices in curation, space design, and consideration of the target audience.</p>	<p>Various types of paper (colored, patterned, origami paper, etc.)</p> <ul style="list-style-type: none"> <li>- Scissors</li> <li>- Glue</li> <li>- Markers or colored pencils</li> </ul>

	<p>After each presentation, facilitate a brief feedback session where groups provide constructive comments and suggestions to their peers.</p> <p>Encourage reflection on the diversity of ideas presented.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• "How did your group consider cultural influences and topical issues in the curation of your exhibition?"</li> <li>• "What challenges did you face in planning the layout and theme of your exhibition, and how did you address them?"</li> <li>• "Reflect on the feedback received from your peers. How did it enhance your understanding of exhibition planning?"</li> <li>• "In what ways does organizing an exhibition contribute to a deeper appreciation of diverse artworks and cultural expressions?"</li> </ul>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

<b>Week Ending:</b> 02-02-2024		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance and Drama)	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama		<b>Indicator:</b> B9.2.1.3.9 Experiment and practice by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and practice various positions on stage, including profiles and positions.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Profile, full back, Positions, stage, balance, harmony		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 51			
Phase/Duration	Learners Activities	Resources	
<b>PHASE I: STARTER</b>	<p>Begin the lesson with a short discussion on the concept of stage positions.</p> <p>Ask learners if they are familiar with terms like "profile," "full back," and "front." Show images or short video clips from the teacher's pack to illustrate these positions on stage.</p> <p>Discuss why understanding stage positions is important for performers and how it contributes to a visually balanced performance.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
	<p>In pairs or small groups, have learners practice different stage positions—profiles, full back, and variations of dance positions.</p> <p>Encourage them to experiment with body angles and explore how these positions can convey different emotions or themes.</p> <p>Assign each group the task of creating a visual artwork using the large sheets of paper.</p> <p>Emphasize the importance of achieving stage balance and harmony in their composition. They can represent characters, scenes, or abstract concepts through their artwork.</p> <p>Encourage groups to discuss and plan how to distribute elements within their artwork to achieve visual balance.</p>	Music box, pictures and charts, Open space for movement	

	<p>Each learner should contribute ideas and consider the overall composition.</p> <p>Allow each group to present their artwork to the class. After each presentation, facilitate a brief discussion on how the group achieved balance and harmony in their composition.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• "How did your group apply stage positions to create visual balance in your artwork?"</li> <li>• "What challenges did you encounter in achieving stage harmony, and how did your group address them?"</li> <li>• "Reflect on your own contribution to the group. How did you communicate and collaborate with your peers?"</li> <li>• "In what ways do stage positions and balance contribute to the overall aesthetics and impact of a theatrical performance?"</li> </ul>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	



# SECOND TERM

## WEEKLY LESSON PLAN – B9

### WEEK 5

<b>Week Ending:</b> 09-02-2024	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Design
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation & The Design Process
<b>Content Standard:</b> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society	<b>Indicator:</b> B9 1.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate and share their insights on the significance of creativity in the design process.	<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Creativity, innovation, appreciation, design	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 44		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a thought-provoking question: "Can you think of a product, technology, or design that you find innovative or creative? Why?"</p> <p>Allow learners to share their thoughts and discuss as a class.</p> <p>Share performance indicators and introduce the lesson</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Provide examples of design projects or innovations and ask learners to analyze the information.</p> <p>Discuss what makes each example creative or innovative. Use this as an opportunity to introduce the concept of design thinking.</p> <p>Break down the design process into stages (e.g., research, ideation, prototyping, testing) and discuss each stage with the learners.</p> <p>Use real-world examples to illustrate how these stages are applied in different design projects.</p> <p>Assign each group a design scenario (e.g., designing a new school backpack, a smartphone app, or a sustainable transportation system).</p> <p>Have them brainstorm ideas, sketch designs, and outline the steps they would take in each stage of the design process.</p> <p>Each group presents their design scenario and the steps they would take.</p>	<p>Pictures and charts,</p> <p>Examples of design projects or innovations</p> <p>Internet access for research (if available)</p>

	<p>Encourage a class discussion on the diversity of ideas and approaches.</p> <p>Discuss the importance of appreciating different perspectives in the design process.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. "What aspect of the design process did you find most interesting or challenging during today's activity?"</li> <li>2. "How did creativity contribute to the diversity of ideas within your group?"</li> <li>3. "Reflect on a real-world example of innovation. How did the design process play a role in its development?"</li> <li>4. "In what ways can appreciation for creativity enhance collaboration and problem-solving in the design process?"</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p>	

<b>Week Ending:</b> 09-02-2024	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B9. 2.2.1 Exhibit art works produced from competencies and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures		<b>Indicator:</b> B9. 2.2.1.2 Plan and display artworks that reflect the influence of a range of different times, cultures and topical issues.
<b>Performance Indicator:</b> Learners can plan and display artworks		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>	Preservation, Exhibition, Conservation, Artifact	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 53		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a visual starter. Display images of two artworks—one that has been well-preserved and another that shows signs of deterioration.</p> <p>Ask learners to observe and discuss the differences, prompting them to consider factors such as age, materials, and environment.</p> <p>Draw attention to the new lesson’s content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Divide the class into small groups and assign each group a specific aspect of art preservation and exhibition (e.g., climate control, restoration challenges, and public engagement).</p> <p>Provide resources for research and encourage learners to explore similarities, differences, and challenges in their assigned area.</p> <p>Facilitate group discussions where learners share their findings, ask questions, and collaboratively analyze the information.</p> <p>Encourage critical thinking and consideration of various perspectives.</p> <p>Each group creates a visual report using large paper or poster boards, incorporating key points, images, and data to present to the class.</p>	<p>Poster boards or large paper</p> <p>Art supplies for creating exhibition layouts</p>

	<p>Groups present their reports to the class, fostering a learner-centered environment where learners actively listen, ask questions, and provide feedback to their peers.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. "How did collaborating with your peers enhance your understanding of art preservation and exhibition challenges?"</li> <li>2. "What similarities and differences did you discover in your area of research?"</li> <li>3. "Reflect on the presentation process. What aspects went well, and what could be improved in future collaborative projects?"</li> <li>4. "In what ways do the challenges in preserving and exhibiting art contribute to the appreciation and understanding of cultural heritage?"</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

<b>Week Ending:</b> 09-02-2024	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B9.2.2.2. Exhibit competences in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B9.2.2.2.4 Design and produce own musical work that reflects a range of different times and cultures that promote and sensitize the public on emerging topical issues
<b>Performance Indicator:</b> Learners can research and select musical works from African musicians that address emerging topical issues		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>	Social Commentary, Advocacy, Rehearsal, Multidisciplinary	
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 51		
Phase/Duration	Learners Activities	Resources
<b>PHASE I: STARTER</b>	<p>Begin the lesson with an engaging starter. Play a short clip of a music video or live performance by an African artist addressing a social issue (e.g., climate change, sanitation, democracy).</p> <p>Ask learners to observe and share their initial reactions and thoughts.</p> <p>Discuss as a class the potential impact of music in raising awareness about social issues.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>In pairs or small groups, assign each group a specific social issue (e.g., climate change, sanitation).</p> <p>Have them research and select musical works from African musicians that address their assigned issue.</p> <p>Discuss the historical and cultural context of the chosen works.</p> <p>Each group presents their findings to the class, sharing insights on how the music addresses the social issue and the impact it may have on public awareness.</p> <p>As a class, brainstorm the various elements involved in preparing a performance, such as singing, drumming, dancing, costume, venue, and visual aids.</p>	<p>Poster boards or large paper</p> <p>Art supplies for creating visual aids</p>

	<p>Discuss the importance of each element in conveying the intended message.</p> <p>In their small groups, learners create a detailed rehearsal plan for performing their chosen musical works.</p> <p>They allocate time for each aspect and consider how to make the performance engaging and impactful.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. "How did researching and selecting musical works on social issues contribute to your understanding of the power of music in advocacy?"</li> <li>2. "Reflect on the rehearsal planning process. What aspects did your group find most challenging, and how did you address them?"</li> <li>3. "In what ways does the multidisciplinary approach (singing, drumming, dancing, visual elements) enhance the effectiveness of a performance addressing a social issue?"</li> <li>4. "How might the chosen musical works impact the audience and raise awareness about the social issues discussed?"</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

# SECOND TERM

## WEEKLY LESSON PLAN – B9

### WEEK 6

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B9.2.2.2. Exhibit competences in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B9.2.2.2.4 Design and produce own musical work that reflects a range of different times and cultures that promote and sensitize the public on emerging topical issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can research and select musical works from African musicians that address emerging topical issues		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Social Commentary, Advocacy, Rehearsal, Multidisciplinary		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 51			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE I: STARTER</b>	<p>Begin the lesson with an engaging starter. Play a short clip of a music video or live performance by an African artist addressing a social issue (e.g., climate change, sanitation, democracy).</p> <p>Ask learners to observe and share their initial reactions and thoughts.</p> <p>Discuss as a class the potential impact of music in raising awareness about social issues.</p> <p>Draw learner’s attention to the new lesson’s content standard and indicator(s).</p>		
	<p>In pairs or small groups, assign each group a specific social issue (e.g., climate change, sanitation).</p> <p>Have them research and select musical works from African musicians that address their assigned issue.</p> <p>Discuss the historical and cultural context of the chosen works.</p> <p>Each group presents their findings to the class, sharing insights on how the music addresses the social issue and the impact it may have on public awareness.</p> <p>As a class, brainstorm the various elements involved in preparing a performance, such as singing, drumming, dancing, costume, venue,</p>	<p>Poster boards or large paper Art supplies for creating visual aids</p>	

	<p>and visual aids.</p> <p>Discuss the importance of each element in conveying the intended message.</p> <p>In their small groups, learners create a detailed rehearsal plan for performing their chosen musical works.</p> <p>They allocate time for each aspect and consider how to make the performance engaging and impactful.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. "How did researching and selecting musical works on social issues contribute to your understanding of the power of music in advocacy?"</li> <li>2. "Reflect on the rehearsal planning process. What aspects did your group find most challenging, and how did you address them?"</li> <li>3. "In what ways does the multidisciplinary approach (singing, drumming, dancing, visual elements) enhance the effectiveness of a performance addressing a social issue?"</li> <li>4. "How might the chosen musical works impact the audience and raise awareness about the social issues discussed?"</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance/Drama)
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression
<b>Content Standard:</b> B9. 2.2.3. Producing a dance drama	<b>Indicator:</b> B9.2.2.3.7 Perform an original dance drama and/or one act play on socio-cultural issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can research and select musical works from African musicians that address emerging topical issues		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Script creation, Rehearsals, Peer feedback, Performance assessment	
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 51		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE I: STARTER</b>	<p>Begin the lesson with a discussion about the importance of artistic expression in addressing societal issues.</p> <p>Ask students to share their thoughts on how dance dramas or plays can convey messages about socio-cultural issues. Introduce the concept of creating an original performance to communicate a message.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>Define key terms: dance drama, one-act play, socio-cultural issues. Discuss examples of famous dance dramas or plays that have addressed socio-cultural issues in the past.</p> <p>Outline the objective of the lesson: to create and perform an original piece that explores and addresses a relevant socio-cultural issue.</p> <p>Facilitate a brainstorming session where students identify socio-cultural issues they are passionate about.</p> <p>In small groups, students create a script for their dance drama or one-act play. Emphasize the importance of conveying a clear message and addressing the chosen issue.</p> <p>Allocate time for groups to rehearse their performances.</p> <p>Provide guidance on stage presence, body language, and use of space for effective storytelling.</p> <p>Encourage creativity in incorporating dance, dialogue, and music.</p>	<p>Props and costumes (optional)</p> <p>Music and sound system (for dance drama)</p>

	<p>Conduct peer reviews where each group watches and provides constructive feedback on another group's performance.</p> <p>Allow time for groups to refine their scripts and performances based on the feedback received.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

## SECOND TERM

### WEEKLY LESSON PLAN – B9

#### WEEK 7

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Design	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation & The Design Process	
<b>Content Standard:</b> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society		<b>Indicator:</b> B9 1.3.1.3 Demonstrate ability to apply the design process to create artefacts that solve specific problems in the local community	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can reflect on feedback, apply relevant manual and digital tools, materials, and techniques to design and create model artifacts		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Feedback, Manual tools, Digital tools, Techniques		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 44			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	<p>Begin the lesson by discussing the importance of design and creativity in solving societal problems.</p> <p>Show examples of model artifacts that have been created to address real-world issues.</p> <p>Engage learners in a brief discussion about how design can contribute to solving problems in society.</p> <p>Share performance indicators and introduce the lesson</p>		
PHASE 2: <b>NEW LEARNING</b>	<p>Define key terms: model artifacts, design thinking, societal problem-solving.</p> <p>Discuss the role of design in addressing societal challenges and the impact of visual representation in conveying solutions.</p> <p>Outline the objective of the lesson: to create model artifacts expressing unique concepts for solving specific problems in society.</p>	<p>Sketchbooks or notebooks</p> <p>Art supplies (paper, markers, colors, etc.)</p> <p>Digital tools (computers,</p>	

	<p>Review previous design concepts or ideas that learners have worked on.</p> <p>Provide feedback on these concepts, emphasizing strengths and areas for improvement. Encourage learners to reflect on the feedback received.</p> <p>Introduce a variety of manual and digital tools that can be used for designing (pencils, markers, graphic design software, etc.).</p> <p>Discuss different techniques for creating model artifacts, such as 3D modeling, sketching, or digital rendering.</p> <p>Allocate time for learners to apply feedback and use the introduced tools to design and create their model artifacts.</p> <p>Facilitate peer collaboration where learners can share their progress, offer feedback, and receive suggestions from classmates.</p> <p>Encourage constructive critique to enhance the quality of the designs.</p>	<p>graphic design software)</p> <p>Materials for model artifacts (clay, cardboard, recycled materials, etc.)</p>
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B9.2.2.2. Exhibit competences in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B9. 2.2.2.5 Plan and display own and others' musical works within the African continent that promote and sensitise the public on emerging topical issues	
		<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can plan and display their own and others' musical works within the African continent that promote and sensitize the public on emerging topical issues.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Social Commentary, Advocacy, Rehearsal, Multidisciplinary		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 54			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE I: STARTER</b>	<p>Begin the lesson with a brief discussion on the power of music to convey messages and influence societal change.</p> <p>Play a song with a strong social or political message and ask learners to share their thoughts on how music can impact public opinion.</p> <p>Introduce the concept of planning and displaying musical works for societal impact.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
	<p>Define key terms: musical works, societal impact, topical issues. Discuss examples of African musicians who have used their platform to address societal issues.</p> <p>Outline the objective of the lesson: to plan and display musical works that promote and sensitize the public on emerging topical issues in Africa.</p>	List of African musicians and their works	

	<p>Assign learners to research and compile a list of African musicians who have created works addressing societal issues. Discuss the selected musicians and their impact as a class.</p> <p>Facilitate a brainstorming session where learners identify emerging topical issues in Africa that they are passionate about.</p> <p>Encourage learners to consider diverse perspectives and issues affecting different regions.</p> <p>In small groups, learners plan and conceptualize musical works that address the identified topical issues.</p> <p>Emphasize the importance of creativity and relevance in conveying messages effectively.</p> <p>Each group presents their planned musical work to the class, explaining the concept and the societal issue it addresses.</p> <p>Conduct a peer review where learners provide constructive feedback on the effectiveness of the planned musical works.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance/Drama)	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B9. 2.2.3. Producing a dance drama		<b>Indicator:</b> B9.2.2.3.8 Post-performance analysis of the original dance drama and/ or one act play	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can conduct a post-performance analysis of the original dance drama and/or one-act play		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Script creation, Rehearsals, Peer feedback, Performance assessment		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 51			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE I: STARTER</b>	<p>Begin the lesson with a brief discussion on the importance of analyzing performances.</p> <p>Ask learners to share their initial thoughts and feelings after their own performance.</p> <p>Introduce the concept of post-performance analysis and its role in improving future presentations.</p> <p>Draw learner’s attention to the new lesson’s content standard and indicator(s).</p>		
	<p>Define key terms: post-performance analysis, reflection, constructive feedback.</p> <p>Discuss the purpose of analyzing a performance and how it contributes to artistic growth.</p> <p>Outline the objective of the lesson: to conduct a thorough analysis of the original dance drama and/or one-act play performances.</p> <p>Play the recorded performances of the original dance drama and/or one-act play.</p> <p>Encourage learners to pay attention to both individual and group aspects of the performance.</p>	Video recording of the performances	

	<p>Allocate time for individual reflection. Learners write down their personal thoughts on the strengths and weaknesses of the performances.</p> <p>Prompt them to consider their own contributions and areas where they felt the group excelled or faced challenges.</p> <p>Facilitate a group discussion where learners share their reflections with their peers.</p> <p>Encourage an open and constructive dialogue about the overall impact of the performance.</p> <p>In small groups, learners collaborate to identify specific strengths and weaknesses of the performance.</p> <p>Discuss aspects such as coordination, expression, use of space, and adherence to the theme.</p> <p>Provide guidelines for offering constructive feedback. Learners take turns sharing feedback with each other, focusing on positive aspects and areas for improvement.</p> <p>Emphasize the importance of specific and actionable feedback.</p>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	



## SECOND TERM

### WEEKLY LESSON PLAN – B9

#### WEEK 8

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Design	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation & The Design Process	
<b>Content Standard:</b> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society		<b>Indicator:</b> B9 1.3.1.3 Demonstrate ability to apply the design process to create artefacts that solve specific problems in the local community	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can reflect on feedback, apply relevant manual and digital tools, materials, and techniques to design and create model artifacts		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Feedback, Manual tools, Digital tools, Techniques		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 44			
Phase/Duration	Learners Activities	Resources	
PHASE 1: <b>STARTER</b>	<p>Begin the lesson by discussing the importance of design and creativity in solving societal problems.</p> <p>Show examples of model artifacts that have been created to address real-world issues.</p> <p>Engage learners in a brief discussion about how design can contribute to solving problems in society.</p> <p>Share performance indicators and introduce the lesson</p>		
PHASE 2: <b>NEW LEARNING</b>	<p>Define key terms: model artifacts, design thinking, societal problem-solving.</p> <p>Discuss the role of design in addressing societal challenges and the impact of visual representation in conveying solutions.</p> <p>Outline the objective of the lesson: to create model artifacts expressing unique concepts for solving specific problems in society.</p>	<p>Sketchbooks or notebooks</p> <p>Art supplies (paper, markers, colors, etc.)</p> <p>Digital tools (computers,</p>	

	<p>Review previous design concepts or ideas that learners have worked on.</p> <p>Provide feedback on these concepts, emphasizing strengths and areas for improvement.</p> <p>Encourage learners to reflect on the feedback received.</p> <p>Introduce a variety of manual and digital tools that can be used for designing (pencils, markers, graphic design software, etc.).</p> <p>Discuss different techniques for creating model artifacts, such as 3D modeling, sketching, or digital rendering.</p> <p>Allocate time for learners to apply feedback and use the introduced tools to design and create their model artifacts.</p> <p>Facilitate peer collaboration where learners can share their progress, offer feedback, and receive suggestions from classmates.</p> <p>Encourage constructive critique to enhance the quality of the designs.</p>	<p>graphic design software)</p> <p>Materials for model artifacts (clay, cardboard, recycled materials, etc.)</p>
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B9.2.2.2. Exhibit competences in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B9. 2.2.2.5 Plan and display own and others' musical works within the African continent that promote and sensitise the public on emerging topical issues	
		<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can plan and display their own and others' musical works within the African continent that promote and sensitize the public on emerging topical issues.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Social Commentary, Advocacy, Rehearsal, Multidisciplinary		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 54			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE I: STARTER</b>	<p>Begin the lesson with a brief discussion on the power of music to convey messages and influence societal change.</p> <p>Play a song with a strong social or political message and ask learners to share their thoughts on how music can impact public opinion.</p> <p>Introduce the concept of planning and displaying musical works for societal impact.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
	<p>Define key terms: musical works, societal impact, topical issues. Discuss examples of African musicians who have used their platform to address societal issues.</p> <p>Outline the objective of the lesson: to plan and display musical works that promote and sensitize the public on emerging topical issues in Africa.</p>	List of African musicians and their works	

	<p>Assign learners to research and compile a list of African musicians who have created works addressing societal issues. Discuss the selected musicians and their impact as a class.</p> <p>Facilitate a brainstorming session where learners identify emerging topical issues in Africa that they are passionate about.</p> <p>Encourage learners to consider diverse perspectives and issues affecting different regions.</p> <p>In small groups, learners plan and conceptualize musical works that address the identified topical issues.</p> <p>Emphasize the importance of creativity and relevance in conveying messages effectively.</p> <p>Each group presents their planned musical work to the class, explaining the concept and the societal issue it addresses.</p> <p>Conduct a peer review where learners provide constructive feedback on the effectiveness of the planned musical works.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance/Drama)
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression
<b>Content Standard:</b> B9. 2.2.3. Producing a dance drama	<b>Indicator:</b> B9.2.2.3.9 Organise an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can organize an appreciation and appraisal of their own and others' dance and drama artworks		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Script creation, Rehearsals, Peer feedback, Performance assessment	
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 56		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
PHASE I: <b>STARTER</b>	<p>Begin the lesson with a thought-provoking question: "How does dance and drama serve as a reflection of different times, cultures, and topical issues?"</p> <p>Engage learners in a brief discussion, encouraging them to share their initial thoughts and perceptions about the power of dance and drama to convey diverse perspectives.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>Define key terms: appreciation, appraisal, diversity, cultural representation.</p> <p>Discuss the importance of appreciating and appraising artworks from various times, cultures, and topical contexts.</p> <p>Outline the objective of the lesson: to organize an appreciation and appraisal session for dance and drama artworks.</p> <p>Curate a selection of dance and drama artworks that represent different times, cultures, and topical issues.</p>	<p>Various dance and drama artworks (videos, performances, scripts)</p>

	<p>Include diverse forms such as traditional dances, modern performances, and plays with various themes.</p> <p>Allow time for individual reflection as learners watch or read the selected artworks.</p> <p>Prompt them to jot down their initial impressions, emotional responses, and any cultural or topical elements they notice.</p> <p>Ask each student to choose a dance or drama performance that addresses a specific topical issue.</p> <p>Have learners individually appraise the effectiveness of the performance in conveying the chosen issue.</p> <p>Each small group presents their findings on the cultural appreciation of the assigned performance.</p> <p>Followed by individual presentations on the appraisal of performances addressing topical issues.</p> <p>Facilitate an open class discussion where learners share insights and observations from various performances.</p> <p>Encourage learners to draw connections between different cultural elements and topical issues.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

## SECOND TERM

### WEEKLY LESSON PLAN – B9

#### WEEK 9

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B9. 2.3.1. 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		<b>Indicator:</b> B9.2.3.1.2 Examine and reflect on how African visual artists use their influence and personal responses to connect with other creative arts and subjects in Africa	
<b>Performance Indicator:</b> Learners can discuss and compare the approach, significance, and achievements of prominent African visual artists in past and present contexts.		<b>Lesson:</b> 1 of 1	
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3			
<b>Key words</b>	Achievements, Cultural identity, Societal issues, Comparative analysis		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 44			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Begin the lesson with a thought-provoking question: "What do you think the role of visual art is in expressing culture, history, and societal issues?"</p> <p>Allow learners to share their thoughts and experiences related to visual art.</p> <p>Introduce the idea that artists play a crucial role in shaping the narrative of a society.</p> <p>Share performance indicators and introduce the lesson</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Define key terms: visual artists, approach, significance, achievements.</p> <p>Provide a brief overview of the significance of visual art in expressing cultural identity and societal issues.</p>	<p>Images or examples of artworks by prominent African visual artists</p>	

	<p>Outline the objective of the lesson: to discuss and compare the contributions of prominent African visual artists.</p> <p>Display images or examples of artworks by prominent African visual artists (e.g., El Anatsui, Yinka Shonibare, William Kentridge).</p> <p>Briefly introduce each artist, highlighting their background and major works.</p> <p>Divide the class into small groups and assign each group a specific African visual artist.</p> <p>Instruct learners to research the artist's approach, significance, and achievements in both past and present contexts.</p> <p>Each group presents their findings, including visual examples of the artist's work.</p> <p>Encourage discussions on how the artist's approach reflects cultural identity or addresses societal issues.</p> <p>Facilitate a class discussion comparing the approaches, significance, and achievements of the different artists.</p> <p>Discuss common themes, techniques, and the impact of their work on a global scale.</p>	Biographical information about the artists
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p>	





<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B9. 2.3.2. Demonstrate the skill to correlate African music that reflect the history, culture and topical issues	<b>Indicator:</b> B9.2.3.2.4 Appreciate and appraise at least three (3) African indigenous dance genres and three (3) popular musical genres from an African nation based on their style, instruments, song themes, forms, dance movements, etc.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate and appraise African indigenous dance genres and musical genres.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Style, Instruments, Song themes, Forms		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 54			
Phase/Duration	Learners Activities	Resources	
PHASE I: <b>STARTER</b>	<p>Begin the lesson with a brief discussion on the importance of music and dance in expressing cultural identity.</p> <p>Play a short clip of a vibrant African dance and ask learners to share their initial impressions.</p> <p>Encourage them to think about how music and dance are interconnected.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
	<p>Define key terms: indigenous dance, musical genres, style, instruments, song themes, forms, dance movements.</p> <p>Provide a brief overview of the diversity of African music and dance, emphasizing their cultural significance.</p> <p>Outline the objective of the lesson: to appreciate and appraise specific African indigenous dance and musical genres.</p>	<p>Audio or video recordings of African indigenous dance and musical genres</p> <p>Information on the history,</p>	

	<p>Play audio or video recordings of three African indigenous dance genres and three popular musical genres.</p> <p>Provide background information on each genre, discussing its history, cultural context, instruments, and key characteristics.</p> <p>Divide the class into small groups and assign each group one indigenous dance genre and one musical genre.</p> <p>Instruct learners to analyze the style, instruments, song themes, forms, and dance movements associated with their assigned genres.</p> <p>Each group presents their findings, playing excerpts or demonstrating dance movements to showcase the identified elements.</p> <p>Encourage discussions on the cultural significance and diversity of the selected genres.</p> <p>Facilitate a class discussion comparing the similarities and differences between the different genres.</p> <p>Explore how each genre reflects the unique cultural identity of the African nation.</p>	<p>instruments, and cultural context of the selected genres</p>
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	

## SECOND TERM

### WEEKLY LESSON PLAN – B9

#### WEEK 10

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B9. 2.3.1. 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		<b>Indicator:</b> B9.2.3.1.2 Examine and reflect on how African visual artists use their influence and personal responses to connect with other creative arts and subjects in Africa	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate and appraise how prominent African visual artists used their own history, culture, and environmental experiences to influence the nature of their artworks		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Achievements, Cultural identity, Societal issues, Comparative analysis		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 44			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin the lesson by discussing the importance of design and creativity in solving societal problems.</p> <p>Show examples of model artifacts that have been created to address real-world issues.</p> <p>Engage learners in a brief discussion about how design can contribute to solving problems in society.</p> <p>Share performance indicators and introduce the lesson</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Begin the lesson with a brief writing exercise: "Think about a personal experience or aspect of your own culture that you believe could inspire an artwork.</p> <p>Write a few sentences about how this experience might influence your creation." Discuss some of the responses to encourage learners to connect personal experiences with artistic expression.</p>		<p>Images or examples of artworks by prominent African visual artists</p>

	<p>Define key terms: appreciation, appraisal, influence, history, culture, environment.</p> <p>Discuss the importance of personal experiences and cultural background in shaping artistic expression.</p> <p>Outline the objective of the lesson: to appreciate and appraise how African visual artists use their own history, culture, and environmental experiences in their artworks.</p> <p>Display images or examples of artworks by prominent African visual artists.</p> <p>Briefly introduce each artist, highlighting their background and the connection between their artworks and personal experiences.</p> <p>Divide the class into small groups and assign each group a specific African visual artist.</p> <p>Instruct learners to analyze how the artist's personal history, culture, and environmental experiences are reflected in their artworks.</p> <p>Each group presents their findings, showcasing specific artworks and explaining the influences behind them.</p> <p>Encourage discussions on the use of symbolism, themes, and artistic techniques related to personal experiences.</p> <p>Facilitate a class discussion comparing how different artists draw inspiration from their own history, culture, and environment.</p> <p>Explore commonalities and differences in their approaches</p>	Biographical information about the artists
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p>	



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B9. 2.3.2. Demonstrate the skill to correlate African music that reflect the history, culture and topical issues	<b>Indicator:</b> B9.2.3.2.4 Appreciate and appraise at least three (3) African indigenous dance genres and three (3) popular musical genres from an African nation based on their style, instruments, song themes, forms, dance movements, etc.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate and appraise African indigenous dance genres and musical genres.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Style, Instruments, Song themes, Forms		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 54			
Phase/Duration	Learners Activities	Resources	
PHASE I: <b>STARTER</b>	<p>Begin the lesson with a brief discussion on the importance of music and dance in expressing cultural identity.</p> <p>Play a short clip of a vibrant African dance and ask learners to share their initial impressions.</p> <p>Encourage them to think about how music and dance are interconnected.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
	<p>Define key terms: indigenous dance, musical genres, style, instruments, song themes, forms, dance movements.</p> <p>Provide a brief overview of the diversity of African music and dance, emphasizing their cultural significance.</p> <p>Outline the objective of the lesson: to appreciate and appraise specific African indigenous dance and musical genres.</p>	<p>Audio or video recordings of African indigenous dance and musical genres</p> <p>Information on the history,</p>	

	<p>Play audio or video recordings of three African indigenous dance genres and three popular musical genres.</p> <p>Provide background information on each genre, discussing its history, cultural context, instruments, and key characteristics.</p> <p>Divide the class into small groups and assign each group one indigenous dance genre and one musical genre.</p> <p>Instruct learners to analyze the style, instruments, song themes, forms, and dance movements associated with their assigned genres.</p> <p>Each group presents their findings, playing excerpts or demonstrating dance movements to showcase the identified elements.</p> <p>Encourage discussions on the cultural significance and diversity of the selected genres.</p> <p>Facilitate a class discussion comparing the similarities and differences between the different genres.</p> <p>Explore how each genre reflects the unique cultural identity of the African nation.</p>	<p>instruments, and cultural context of the selected genres</p>
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Dance/Drama)	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B9. 2.3.3. Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues		<b>Indicator:</b> B9.2.3.3.6 Create and perform a one act play or dance based on your selected African creative work (dance/drama)	
		<b>Lesson:</b> 1 of 1	
<b>Performance Indicator:</b> Learners can create and perform a one-act play or dance inspired by a selected African creative work.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Style, Instruments, Song themes, Forms		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 54			
Phase/Duration	Learners Activities	Resources	
PHASE I: <b>STARTER</b>	<p>Begin the lesson with a discussion on the importance of storytelling and performance in preserving cultural heritage.</p> <p>Show a short video clip or present excerpts from an African play or dance.</p> <p>Ask learners to share their initial thoughts and feelings about the performance.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
	<p>Define key terms: cultural elements, artistic expression, one-act play, dance.</p> <p>Discuss the significance of creating and performing works inspired by African creative expressions.</p> <p>Outline the objective of the lesson: to create and perform a one-act play or dance based on a selected African creative work.</p> <p>Provide learners with a list of African creative works (plays or dances) or allow them to choose their own.</p>	<p>Props and costumes,</p> <p>Resources on African creative works</p>	

	<p>Instruct them to research and select a work that resonates with them culturally.</p> <p>Guide learners through an analysis of their chosen creative work, identifying cultural elements, themes, characters, and emotions.</p> <p>Discuss how they can adapt and interpret these elements in their own creations.</p> <p>Divide the class into small groups for plays or individual learners for dances.</p> <p>Instruct them to create scripts for a one-act play or choreography for a dance based on their selected creative work.</p> <p>Allocate time for rehearsals, allowing learners to refine their performances.</p> <p>Encourage collaboration and experimentation with movements, dialogue, and expressions.</p> <p>Each group or student performs their one-act play or dance for the class.</p> <p>Consider recording the performances for later reflection and evaluation.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	