


WEEKLY LESSON PLAN – B7

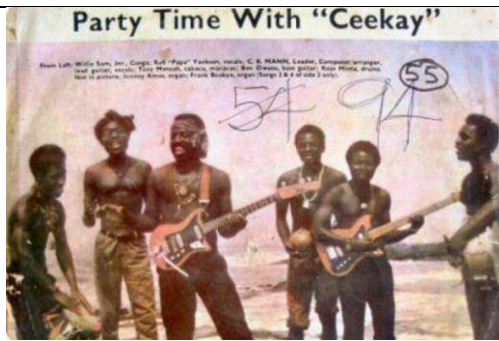
WEEK 6

Date: 25 th FEB, 2022	Period:	Subject: Creative Arts & Design
Duration:	Strand: Design	
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment
Content Standard: B7 1.1.1 Demonstrate understanding of design as a concept in relation to the elements (dots, lines, and shapes) and principles (balance, rhythm, repetition) of design and as a medium for creative expression of design in nature and the manmade environment		
Indicator: 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.		Lesson: 1 of 1
Performance Indicator: Learners can identify and record what constitutes the 'elements of design'		Core Competencies: CC7.5: CP5.1: CI6.2: DL5.6:
Reference: Creative Arts Curriculum Pg. 3		
Keywords: manmade, Design, compare , contrast, similarities		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap with learners to find what they already know about design Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	Pupils to brainstorm and explain the meaning of design. <i>Elements of design are the basic units of a visual image.</i> Engage learners to research to deduce and record what constitutes the 'elements of design' and their application as building blocks for creative expression of design for reflection and discussion. Example: Line, Shape, Color, Texture, Form, space Explore the natural and manmade environments to identify and document examples of elements of design for reflection and discussion.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
		

	<p><u>Elements in nature:</u></p> <ul style="list-style-type: none"> • Dot: seeds, pebble, moon, orange etc. • Line: tree branch, river, snake, earthworm, tail etc. • Shape: leaf, orange, yam, mountain etc. • Texture: sand, tree bark, crocodile skin, rock surface etc. <p><u>Man-made Elements</u></p> <ul style="list-style-type: none"> • Dot: full stop, ball, button • Line: pillar, pen, cable, telephone wire. • Shape: box, board, bag, bottle • Texture: floor, table top, chalkboard. etc. <p>Have learners to reflect on knowledge gained from discussions to create patterns that reflect selected elements of design using available manual and digital tools, materials and techniques for display and sharing.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is element of design? 2. Identify and explain the elements of design with examples. 	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>	

Date: 25 th FEB, 2022		Period:	Subject: Creative Arts	
Duration:			Strand: Visual Arts	
Class: B7		Class Size:	Sub Strand: Media and Techniques	
Content Standard: B7.2.1.1 Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling		Indicator: B7 2.1.1.3 Experiment by using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling		Lesson: 1 of 1
Performance Indicator: Learners can design objects using clay or paper mache.			Core Competencies: CC9.4: CP5.2: CI5.1: DL5.3:	
Reference: Creative Arts Curriculum Pg. 11				
Keywords: paper mache, clay, modelling				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Using questions and answers, review learners understanding in the previous lesson. Share performance indicators and introduce the lesson.			
PHASE 2: NEW LEARNING	Display and assist learners to organize identify, prepare handle, test, and discuss uses and characteristics of various tools materials and equipment for modelling. Have learners prepare and test clay and pulp paper for modelling. Guide learners to 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). Let learners display models for appreciation and reflection and use appropriate language to give supportive and informative peer and self-evaluation. Example: <i>The modelling technique has achieved the desired form; it could have been improved through closer attention to scale</i> <u>Assessment</u> 1. State the methods of preparing a clay for art work. 2. Design an art work using clay or paper mache.			Photos, videos, art paper, colors and traditional art tools, other materials available in the community
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.			

Date: 25 th FEB, 2022		Period:	Subject: Creative Arts
Duration:		Strand: Performing Arts	
Class: B7	Class Size:		Sub Strand: Media and Techniques
Content Standard: 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		Indicator: B7. 2.2.2.4. Create and produce own musical art works that reflect the history and culture of the people of the community	Lesson: 1 of 1
Performance Indicator: Learners can create and produce own musical art works		Core Competencies: CI 6.3: CP 5.1: CI 5.4: PL6.2:	
Reference: Creative Arts Curriculum Pg. 25			
Keywords: highlife music, Hiplife, Burgar-highlife, Afrobeats			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Using questions and answers, review learners understanding in the previous lesson. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Brainstorm learners to come out with the meaning of music genre. <i>A music genre is a conventional category that identifies some pieces of music as belonging to a shared tradition or set of conventions.</i> Have learners research, select and record indigenous musical genre of the community that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines. Example: highlife music, Hiplife, Burgar-highlife, Afrobeats, etc Teacher creates rehearsal plan for performing one of the selected works (Highlife) by identifying and allocating time to the various aspects - singing, drumming, dancing, costume, venue, etc		Photos, videos, art paper, colors and traditional art tools, other materials available in the community



Assessment

1. What is music genre?
2. Identify and discuss the music genres in Ghana.

PHASE 3: REFLECTION

Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.

Take feedback from learners and summarize the lesson.