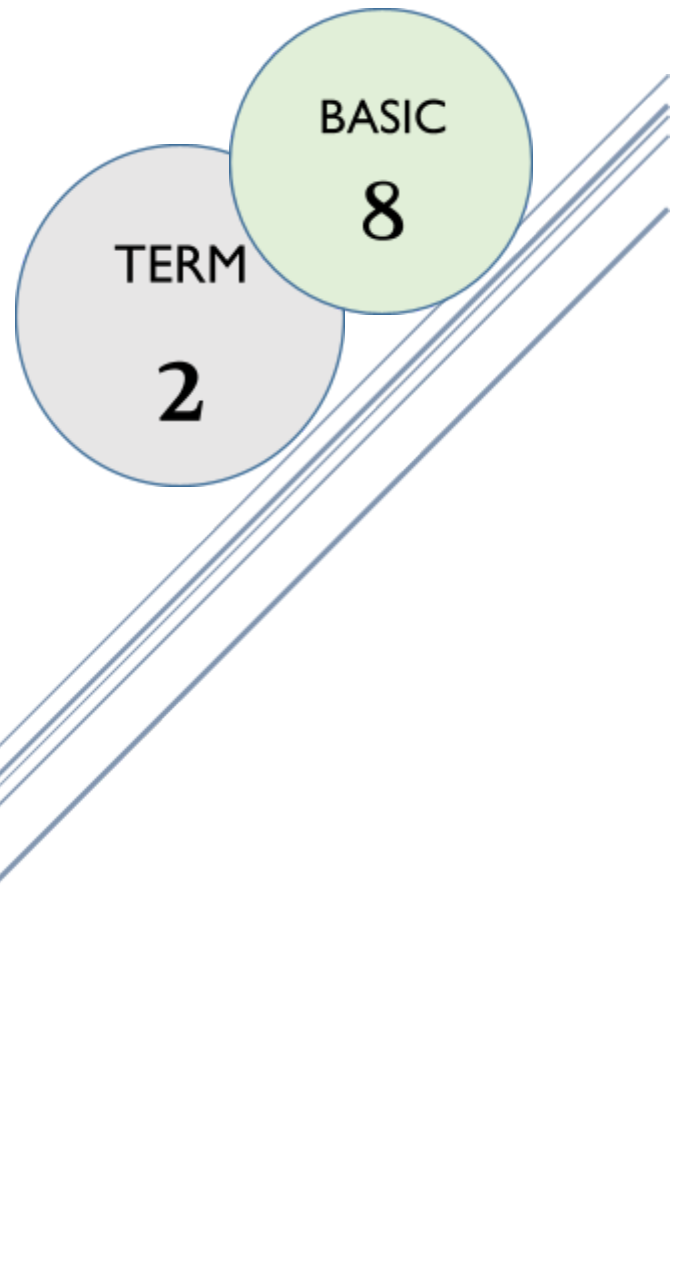


LESSON PLANS FOR JUNIOR HIGH SCHOOLS

CREATIVE ARTS AND DESIGN



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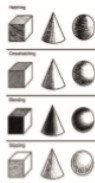
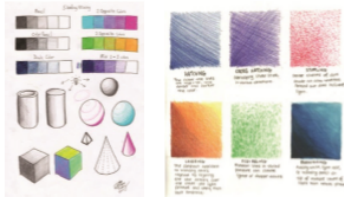
CREATIVE ARTS– BASIC 8

SECOND TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	LESSON	INDICATORS	RESOURCES
1	Design	Drawing, Shading & Coloring	Lesson 4	B8.1.2.1.1	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 6	B8 2.1.1.3	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music		Lesson 6	B8 2.1.2.6	Melodic instrument
2	Design	Drawing, Shading & Coloring	Lesson 4	B8.1.2.1.1	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 6	B8 2.1.1.3	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama		Lesson 1	B8.2.1.3.8	Pictures/diagrams of body profiles and positions
3	Music	Media and Techniques	Lesson 7	B8 2.1.2.6	Melodic instrument
	Dance/Drama		Lesson 2	B8.2.1.3.9	Pictures/diagrams of body profiles and positions
4	Design	Drawing, Shading & Coloring	Lesson 5	B8.1.2.1.2	Pen, pencil paper/sketch pad
	Visual Arts	Creative and Aesthetic Expression	Lesson 7	B8. 2.2.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Media and Techniques	Lesson 2	B8.2.1.3.9	Pictures/diagrams of body profiles and positions
5	Design	Drawing, Shading & Coloring	Lesson 5	B8.1.2.1.2	Pen, pencil paper/sketch pad
	Visual Arts	Creative and Aesthetic Expression	Lesson 7	B8. 2.2.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music		Lesson 8	B8. 2.2.2.4	Melodic instrument
6	Music	Creative and Aesthetic Expression	Lesson 8	B8. 2.2.2.4	Melodic instrument

	Dance/Drama		Lesson 3	B8.2.2.3.7	Pictures/diagrams of body profiles and positions
7	Design	Drawing, Shading & Coloring	Lesson 6	B8.1.2.1.3	Pen, pencil paper/sketch pad
	Music	Creative and Aesthetic Expression	Lesson 9	B8.2.2.2.5.	Melodic instrument
	Dance/Drama		Lesson 4	B8.2.2.3.8	Pictures/diagrams of body profiles and positions
8	Design	Drawing, Shading & Coloring	Lesson 6	B8.1.2.1.3	Pen, pencil paper/sketch pad
	Music	Creative and Aesthetic Expression	Lesson 9	B8.2.2.2.5	Melodic instrument
	Dance/Drama		Lesson 5	B8.2.2.3.9	Pictures/diagrams of body profiles and positions
9	Visual Arts	Connections In Local And Global Cultures	Lesson 8	B8.2.3.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music		Lesson 10	B8.2.3.2.4	Melodic instrument
10	Visual Arts	Connections In Local And Global Cultures	Lesson 8	B8.2.3.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music		Lesson 10	B8. 2.3.2.4	Melodic instrument
	Dance/Drama		Lesson 6	B8.2.3.3.6	Pictures/diagrams of body profiles and positions
11	Visual Arts	Connections In Local And Global Cultures	Lesson 8	B8.2.3.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music		Lesson 10	B8.2.3.2.4	Melodic instrument
	Dance/Drama		Lesson 7	B8.2.3.3.7	Pictures/diagrams of body profiles and positions

SECOND TERM
WEEKLY LESSON PLAN – B8
WEEK I

Week Ending:		DAY:	Subject: Creative Arts And Design
Duration: 60MINS			Strand: Design
Class: B8		Class Size:	Sub Strand: Drawing, Shading, And Coloring
Content Standard: B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		Indicator: B8 1.2.1.1 Explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms.	
Performance Indicator: Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring		Lesson: 1 of 1	
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3			
Key words			
Reference: Creative Arts And Design Curriculum Pg. 24			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Welcome learners back from the Christmas holidays. Ask them how they spent their vacation holidays. Share performance indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Guide learners to identify, select and experiment the use of available manual tools, materials and techniques for freehand and outline drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising., Understanding Eye Level etc.    Pencil holding and shading Shading and colouring techniques Source: Google.com		T-square, set square, protractor, paper

PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	
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Week Ending:	DAY:	Subject: Creative Arts And Design	
Duration: 60MINS		Strand: Visual Arts	
Class: B8	Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.1.1 Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/memory and imagination, print making and weaving		Indicator: B8 2.1.1.3 Apply techniques of drawing direct observation/memory and imagination to make own visual artworks.	Lesson: 1 of 1
Performance Indicator: Learners can draw from direct observation/ memory and imagination		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Observation, memory , imagination		
Reference: Creative Arts And Design Curriculum Pg. 29			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration. Draw attention to the new lesson's content standard and indicator(s).	
PHASE 2: NEW LEARNING	Identify and use the techniques in drawing direct observation/memory and imagination to create own artworks. Use various techniques in drawing direct observation/memory and imagination to create own artworks. Display artworks for appreciation and reflection and use peer- and self-evaluation to review works. Examples of art specific language vocabulary: tone, line, pattern, form, shape.	Pictures and Vidoes

PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	
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Week Ending:		DAY:	Subject: Creative Arts And Design
Duration: 60MINS			Strand: Performing Arts (Music)
Class: B8		Class Size:	Sub Strand: Media And Techniques
Content Standard: B8. 2.1.2.: Demonstrate understanding and apply tempo, dynamics and simple forms in music		Indicator: B8 2.1.2.6 Compare and contrast the benefits associated with soft or loud music	
		Lesson: 1 of 1	
Performance Indicator: Learners can tell the differences between fast or slow music			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	allegro, poco a poco, largo		
Reference: Creative Arts And Design Curriculum Pg. 31			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).		
PHASE 2: NEW LEARNING	Explain Italian terms used in describing the dynamics of music. Examples: piano, forte, crescendo, diminuendo, etc. Differentiate between the benefits and harm of loud and soft music.		Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		

SECOND TERM
WEEKLY LESSON PLAN – B8
WEEK 2

Week Ending:		DAY:	Subject: Creative Arts And Design
Duration: 60MINS			Strand: Performing Arts (Dance and Drama)
Class: B8		Class Size:	Sub Strand: Media And Techniques
Content Standard: B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama		Indicator: B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama	Lesson: 1 of 1
Performance Indicator: Learners can Explore and identify the various approaches to improvisation, creating balance and blocking for dance and drama			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Backstage, performance, arrangement, entertainment, masking,		
Reference: Creative Arts And Design Curriculum Pg. 51			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).		
PHASE 2: NEW LEARNING	Revise with learners the meaning of a performance space. <i>A performance space is a physical area that is designed and equipped to host performances such as concerts, theater productions, dance performances, and other forms of live entertainment.</i> In groups, guide learners to discuss the factors that affect the quality of a performance space. <i>Factors such as acoustics, lighting, stage size and layout, seating arrangement, and backstage facilities all play a role in creating an optimal environment for performers and audiences alike.</i> Identify additional parts of the performance space. ● <i>Stage: This is the area where the performers stand or perform. The size and shape of the stage can vary depending on the type of performance and the venue.</i> ● <i>Backstage area: This is the area behind the stage where performers can prepare for their performance, store costumes and props, and wait for their cues.</i>		Pictures and Videos

- *Seating area:* This is where the audience sits or stands during the performance. The seating area can vary in size and layout depending on the venue.
- *Lighting:* Lighting is an essential part of any performance space. It can be used to set the mood, highlight performers, and create visual effects.
- *Sound system:* A sound system is essential for many performances, especially concerts and musicals. It allows the audience to hear the performers clearly and can enhance the overall experience
- *Dressing rooms:* These are private rooms where performers can change their costumes and prepare for their performance.
- *Box office:* This is where tickets are sold and where audience members can ask questions or get assistance

Explore the parts of the body and props essential for acting and dancing.

- *Feet:* The feet are one of the most essential parts of the body in dancing, as they are used for movement and balance.
- *Legs:* The legs are used to create movement and balance in dancing
- *Hips and pelvis:* These areas of the body are used to create fluid and expressive movements in many styles of dance, such as salsa and belly dance.
- *Arms and hands:* These body parts are used to create expressive movements and shapes in dancing. They can also be used to balance the body and enhance the movements of the feet and legs.
- *Head and neck:* The head and neck can be used to create dynamic movements and lines in dance.
- *Props:* Props such as ribbons, fans, hats, and canes can be used to enhance a dance performance and create a specific mood or theme.

Explain masking, aside, apron, linear and circular patterns, etc., in dance and drama.

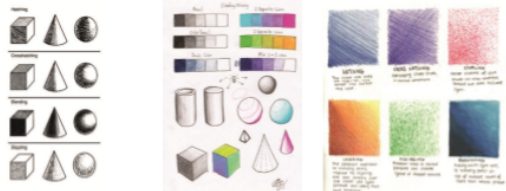
- *Masking:* Masking refers to the use of one or more dancers to block or obscure another dancer from the audience's view.
- *Aside:* An aside is a movement or sequence that is performed off to the side of the main stage or dance floor.
- *Apron:* The apron is the area of the stage that extends beyond the main proscenium arch. It is typically used for entrances and exits, as well as for certain dance movements that require extra space.
- *Linear patterns:* Linear patterns refer to dance movements or sequences that are performed in a straight line.
- *Circular patterns:* Circular patterns refer to dance movements or sequences that are performed in a circular or curved path.

Assessment

1. Explain the different components of a performance space and their importance in creating a successful performance.
2. Describe the essential parts of the body and props commonly used in dancing, and explain how they contribute to a dancer's performance.

	3. How do masking, aside, apron, linear, and circular patterns contribute to dance choreography?	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:	DAY:	Subject: Creative Arts And Design	
Duration: 60MINS		Strand: Design	
Class: B8	Class Size:	Sub Strand: Drawing, Shading, And Coloring	
Content Standard: B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		Indicator: B8 1.2.1.1 Explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms.	Lesson: 1 of 1
Performance Indicator: Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words			
Reference: Creative Arts And Design Curriculum Pg. 24			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Welcome learners back from the Christmas holidays. Ask them how they spent their vacation holidays. Share performance indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Guide learners to identify, select and experiment the use of available manual tools, materials and techniques for freehand and outline drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising., Understanding Eye Level etc.		T-square, set square, protractor, paper

	  Pencil holding and shading Shading and colouring techniques Source: Google.com	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:	DAY:	Subject: Creative Arts And Design	
Duration: 60MINS		Strand: Visual Arts	
Class: B8	Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.1.1 Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/memory and imagination, print making and weaving		Indicator: B8 2.1.1.3 Apply techniques of drawing direct observation/memory and imagination to make own visual artworks.	Lesson: 1 of 1
Performance Indicator: Learners can draw from direct observation/ memory and imagination		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	Observation, memory , imagination		
Reference: Creative Arts And Design Curriculum Pg. 29			
Phase/Duration	Learners Activities		Resources
PHASE I: STARTER	Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration. Draw attention to the new lesson's content standard and indicator(s).		

PHASE 2: NEW LEARNING	Identify and use the techniques in drawing direct observation/memory and imagination to create own artworks. Use various techniques in drawing direct observation/memory and imagination to create own artworks. Display artworks for appreciation and reflection and use peer- and self-evaluation to review works. Examples of art specific language vocabulary: tone, line, pattern, form, shape.	Pictures and Vidoes
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

SECOND TERM
WEEKLY LESSON PLAN – B8
WEEK 3

Week Ending:	DAY:	Subject: Creative Arts And Design	
Duration: 60MINS		Strand: Performing Arts (Dance and Drama)	
Class: B8	Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.1.3. Demonstrate understanding of Ghanaian dance forms		Indicator: B8.2.1.3.9 Experiment and practice by using the techniques of rhythm, dynamics in dance and drama.	Lesson: I of I
Performance Indicator: Learners can experiment and practice by using the techniques of rhythm, dynamics in dance and drama.			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words			
Reference: Creative Arts And Design Curriculum Pg. 51			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).		
PHASE 2: NEW LEARNING	Engage learners to demonstrate dance movements with different rhythms and dynamics. Apply relevant media and techniques to choreograph a dance or direct a play.		Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		

Week Ending:		DAY:	Subject: Creative Arts And Design
Duration: 60MINS			Strand: Performing Arts (Music)
Class: B8		Class Size:	Sub Strand: Media And Techniques
Content Standard: B8. 2.1.2. Demonstrate understanding and apply tempo, dynamics and simple forms in music		Indicator: B8 2.1.2.6 Compare and contrast the benefits associated with soft or loud music	
		Lesson: 1 of 1	
Performance Indicator: Learners can compare and contrast the benefits associated with soft or loud music			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Backstage, performance, arrangement, entertainment, masking,		
Reference: Creative Arts And Design Curriculum Pg. 31			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).		
PHASE 2: NEW LEARNING	Guide learners to explain Italian terms used in describing the dynamics of music. Examples: <i>Piano - soft</i> <i>Pianissimo - very soft</i> <i>Forte - loud</i> <i>Fortissimo - very loud</i> <i>Mezzo piano - moderately soft</i> <i>Mezzo forte - moderately loud</i> <i>Crescendo - gradually getting louder</i> <i>Decrescendo or diminuendo - gradually getting softer</i> <i>Legato - smooth and connected</i> <i>Staccato - short and detached</i> <i>Largo - slow and broad</i> <i>Adagio - slow and stately</i> <i>Allegro - fast and lively</i> <i>Presto - very fast</i> Guide learners to differentiate between the benefits and harm of loud and soft music Benefits of loud music:		Pictures and Videos

	• <i>Energy boost: Loud music can stimulate the nervous system and increase heart rate, which can provide a boost of energy and help individuals feel more awake and alert.</i> • <i>Improved focus: Some people find that loud music can help them concentrate by blocking out distractions and increasing their ability to focus on the task at hand.</i> • <i>Enhanced mood: Loud music can trigger the release of dopamine, a neurotransmitter associated with pleasure and reward, which can lead to feelings of happiness and euphoria.</i> <u>Harms of loud music:</u> • <i>Hearing damage: Exposure to loud music can damage the delicate structures of the inner ear and cause permanent hearing loss over time.</i> • <i>Stress and anxiety: Loud music can be stressful and overwhelming for some people, leading to feelings of anxiety, agitation, and discomfort.</i> • <i>Interference with communication: Loud music can interfere with verbal communication, making it difficult to hear and understand others.</i> <u>Benefits of soft music:</u> • <i>Relaxation: Soft music can help individuals relax and unwind, reducing stress and promoting a sense of calm and tranquility.</i> • <i>Improved sleep: Soft music can help individuals fall asleep more easily and improve the quality of their sleep.</i> • <i>Enhanced creativity: Some people find that soft music can help them tap into their creative potential and generate new ideas.</i> <u>Harms of soft music:</u> • <i>Drowsiness: Soft music can be soothing and relaxing, but it can also make some people feel drowsy or sleepy, which can be dangerous in certain situations (such as driving).</i> • <i>Boredom: Soft music can be too mellow or uneventful for some individuals, leading to feelings of boredom or disinterest.</i> • <i>Lack of stimulation: Soft music may not provide enough stimulation for some people, particularly those who prefer more upbeat or energetic music.</i>	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

SECOND TERM
WEEKLY LESSON PLAN – B8
WEEK 4

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Design	
Class: B8		Class Size:	Sub Strand: Drawing, Shading, And Coloring	
Content Standard: B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		Indicator: B8 1.2.1.2 Demonstrate skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms		Lesson: 1 of 1
Performance Indicator: Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring.			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 24				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.			
PHASE 2: NEW LEARNING	Demonstrate with learners some pencil holding and shading techniques. <u>Pencil holding techniques:</u> • <i>Tripod grip: This is the most common way to hold a pencil. Hold the pencil between your thumb and index finger with your middle finger supporting the bottom.</i> • <i>Overhand grip: Hold the pencil like a drumstick, with the pencil resting on the top of your index finger and your thumb and middle finger supporting it.</i> • <i>Underhand grip: Hold the pencil underhand, like a dagger, with your thumb and index finger gripping the pencil and your middle finger supporting it.</i> <u>Shading techniques:</u>			T-square, set square, protractor, paper

	● <i>Hatching: This technique involves drawing closely spaced parallel lines to create a sense of value and texture. The closer the lines are, the darker the value will appear.</i> ● <i>Cross-hatching: This technique involves drawing sets of parallel lines at right angles to each other to create darker values and texture. The more layers of cross-hatching, the darker the value will appear.</i> ● <i>Stippling: This technique involves using dots to create value and texture. The closer the dots are, the darker the value will appear.</i> ● <i>Blending: This technique involves using a blending tool, such as a tortillon or blending stump, to smooth out the marks and create a more even value.</i> ● <i>Scumbling: This technique involves using small, circular marks to create value and texture.</i> Guide learners to Identify, select and experiment the use of available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms for sharing and appraising.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Dance and Drama)	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.2.3. Demonstrate how to apply the concept of design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures		Indicator: B8.2.2.3.7 Design and produce own dance and drama that reflect a range of different times and cultures		Lesson: 1 of 1
Performance Indicator: Learners can design and produce own dance and drama.			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 51				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Learners in groups discuss a dance or drama artist and their artworks. Example: Martin Owusu, Nii Yartey. Engage learners to design and produce own dance piece or play. Example: SSNIT Pension Scheme services, sanitation etc.			Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

SECOND TERM
WEEKLY LESSON PLAN – B8
WEEK 5

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Visual Arts	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.2.1 Demonstrate the ability to apply the concept of the design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures			Indicator: B8. 2.2.1.2 Plan and display own and others' artworks that reflect the history, cultures, physical and social environment	
			Lesson: 1 of 1	
Performance Indicator: Learners can plan and display own and others' artworks			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words		Observation, memory , imagination		
Reference: Creative Arts And Design Curriculum Pg. 28				
Phase/Duration		Learners Activities		Resources
PHASE 1: STARTER		Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).		
PHASE 2: NEW LEARNING		Demonstrate understanding and skill in defining roles and responsibilities in selecting and preserving a collection of artworks for an exhibition. • <i>Curator: The curator is responsible for selecting the artworks that will be exhibited. This includes identifying the theme and concept of the exhibition.</i> • <i>Registrar: The registrar is responsible for managing the logistical aspects of the exhibition, including organizing transportation, insurance, and storage of the artworks.</i> • <i>Conservator: The conservator is responsible for assessing the condition of the artworks and determining the appropriate preservation measures to prevent damage or deterioration.</i> • <i>Exhibition Designer: The exhibition designer is responsible for creating the layout and design of the exhibition space to showcase the artworks in an aesthetically pleasing and engaging way.</i> • <i>Educator: The educator is responsible for developing educational materials, such as labels, brochures, and audio guides, to provide visitors with context and information about the artworks on display.</i>		Pictures and charts

	• <i>Security Personnel: The security personnel are responsible for ensuring the safety and security of the artworks during the exhibition.</i> <u>Assessment</u> Collaborate with peers to monitor, assess and report on the exhibition. Examples: in learner journals, print and electronic media.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:		DAY:	Subject: Creative Arts And Design
Duration: 60MINS			Strand: Design
Class: B8		Class Size:	Sub Strand: Drawing, Shading, And Coloring
Content Standard: B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		Indicator: B8 1.2.1.2 Demonstrate skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms	
Performance Indicator: Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring.		Lesson: 1 of 1	
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3			
Key words			
Reference: Creative Arts And Design Curriculum Pg. 24			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.		
PHASE 2: NEW LEARNING	Demonstrate with learners some pencil holding and shading techniques. <u>Pencil holding techniques:</u> • <i>Tripod grip: This is the most common way to hold a pencil. Hold the pencil between your thumb and index finger with your middle finger supporting the bottom.</i> • <i>Overhand grip: Hold the pencil like a drumstick, with the pencil resting on the top of your index finger and your thumb and middle finger supporting it.</i> • <i>Underhand grip: Hold the pencil underhand, like a dagger, with your thumb and index finger gripping the pencil and your middle finger supporting it.</i> <u>Shading techniques:</u> • <i>Hatching: This technique involves drawing closely spaced parallel lines to create a sense of value and texture. The closer the lines are, the darker the value will appear.</i> • <i>Cross-hatching: This technique involves drawing sets of parallel lines at right angles to each other to create darker values and</i>		T-square, set square, protractor, paper

	<i>texture. The more layers of cross-hatching, the darker the value will appear.</i> ● <i>Stippling: This technique involves using dots to create value and texture. The closer the dots are, the darker the value will appear.</i> ● <i>Blending: This technique involves using a blending tool, such as a tortillon or blending stump, to smooth out the marks and create a more even value.</i> ● <i>Scumbling: This technique involves using small, circular marks to create value and texture.</i> Guide learners to Identify, select and experiment the use of available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms for sharing and appraising.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Music)	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.2.2. Demonstrate the ability to use concept of the design process to create and display own creative musical art works that reflect a range of different times and cultures		Indicator: B8. 2.2.2.4 Design and produce own musical genre that reflect the history and cultures, physical and social environment		Lesson: 1 of 1
Performance Indicator: Learners can design and produce own dance and drama.			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 35				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Research and select own and indigenous musical genre outside your community that express personal experiences and interests, moods, visual images, concepts, texts, or storylines on example the SSNIT Pension Scheme services, etc. Collaborate to create rehearsal plan for performing the chosen work to identify and allocate time to the various aspects — singing, drumming, dancing, costume, venue, etc.			Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

SECOND TERM

WEEKLY LESSON PLAN – B8

WEEK 6

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Music)	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.2.2. Demonstrate the ability to use concept of the design process to create and display own creative musical art works that reflect a range of different times and cultures		Indicator: B8. 2.2.2.4 Design and produce own musical genre that reflect the history and cultures, physical and social environment		Lesson: I of I
Performance Indicator: Learners can design and produce own musical genre			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 35				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Revise with learners on the musical genre in Ghana. ● <i>Highlife: This is a genre of music that originated in Ghana in the early 20th century and is characterized by its fusion of traditional African rhythms and melodies with Western instruments, such as guitars and horns.</i> ● <i>Hiplife: This is a modern fusion of highlife and hip-hop music that emerged in Ghana in the 1990s. Hiplife music is characterized by its use of rap lyrics and electronic beats, and it often deals with social and political issues.</i> ● <i>Gospel music: This is a genre of music that combines Christian lyrics with traditional African rhythms and melodies. Gospel music is popular in Ghana, and many gospel artists have achieved international success.</i> ● <i>Reggae: This genre of music originated in Jamaica but has a strong following in Ghana. Reggae music is characterized by its offbeat rhythms and its lyrics that often deal with social and political issues.</i>			Pictures and Videos

	• <i>Traditional music: Ghana has a rich tradition of indigenous music, including drumming and dance music that has been passed down through generations.</i> Learners in their groups research and select own and indigenous musical genre outside their community that express personal experiences and interests, moods, visual images, concepts, texts, or storylines. Collaborate to create rehearsal plan for performing the chosen work to identify and allocate time to the various aspects — singing, drumming, dancing, costume, venue, etc.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Dance and Drama)	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.2.3.: Demonstrate how to apply the concept of design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures.		Indicator: B8.2.2.3.7 Design and produce own dance and drama that reflect a range of different times and cultures		Lesson: 1 of 1
Performance Indicator: Learners can design and produce own dance and drama that reflect a range of different times and cultures.			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 35				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Guide learners to identify and discuss a dance or drama artist in Ghana and their artworks. Example: Martin Owusu, NiiYartey. Learners in groups relate and appreciate the artworks of the identified artist. Engage learners to design and produce own dance piece or play.			Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

SECOND TERM

WEEKLY LESSON PLAN – B8

WEEK 7

Week Ending:	DAY:	Subject: Creative Arts And Design
Duration: 60MINS	Strand: Design	
Class: B8	Class Size:	Sub Strand: Drawing, Shading, And Coloring
Content Standard: B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		Indicator: B8 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display
Performance Indicator: Learners can demonstrate ability to generate design ideas and develop models of simple shapes.		Lesson: 1 of 1
Key words		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Reference: Creative Arts And Design Curriculum Pg. 27		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson. Share performance indicators with learners.	
PHASE 2: NEW LEARNING	Learners in groups develop own drawings of templates and create models of simple shapes and forms using cardboard, Styrofoam, clay and/or pulp paper for appreciation and sharing. 1. Square: - Start with a rectangular piece of cardboard. - Measure and mark equal lengths on all four sides of the rectangle. - Use a ruler or straight edge to connect the corresponding marks, creating four equal sides. - Cut along the marked lines. - Fold along the edges to create the square shape. 2. Triangle: - Begin with a rectangular piece of cardboard. - Measure and mark the desired length for the base of the triangle on one of the longer sides of the rectangle. - From each end of the base, measure and mark the same distance to determine the length of the other two sides.	T-square, set square, protractor, paper

	- Use a ruler or straight edge to connect the marks, creating a triangle shape. - Cut along the marked lines. - Fold along the edges to create the triangle shape. 3. Cube: - Start with a block of Styrofoam. - Measure and mark equal lengths on all sides of the block. - Use a sharp knife or Styrofoam cutter to carefully cut along the marked lines. - Smooth out the edges if needed. 4. Cylinder: - Start with a cylindrical piece of Styrofoam or a block that is large enough to carve into a cylinder shape. - Using a sharp knife or Styrofoam cutter, carve away the excess material to create a cylindrical shape. - Smooth out the sides and ends of the cylinder as desired.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Music)	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.2.2. Demonstrate the ability to use concept of the design process to create and display own creative musical art works that reflect a range of different times and cultures.		Indicator: B8. 2.2.2.5 Plan and display own and others’ musical works that reflect a range of different times and cultures.		Lesson: I of I
Performance Indicator: Learners can plan and display own and others’ musical works			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Give a class concert (to be video recorded) that begins with a presentation on the style, historical and cultural context of the compositions selected and rehearsed in B8. 2.2.2.4. Guide learners to determine the genre or style of music they want to create. Let learners choose instruments and practice with them to create melodies, harmonies, and rhythms. Learners in groups improvise and play around with different melodies and chord progressions on their instrument. Learners perform songs they are familiar with. Allow learners to record live performances and share them online through platforms like YouTube, Facebooks, etc.			Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: I. Tell the class what you learnt during the lesson.			

	2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	
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Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Dance and Drama)	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.2.3.: Demonstrate how to apply the concept of design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures.		Indicator: B8.2.2.3.8 Plan and display own and others' dance and drama pieces that reflect a range of different times and cultures.		Lesson: 1 of 1
Performance Indicator: Learners can plan and display own and others' dance and drama pieces			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 37				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).			
PHASE 2: NEW LEARNING	Guide learners to determine the theme or concept they want to explore in their dance and drama piece. It could be a specific story, emotion, social issue, or abstract idea. Guide learners to develop the storyline or structure of their dance and drama piece. Brainstorm and experiment with movement ideas, dance styles, gestures, and body movements that can express the emotions or actions related to the chosen theme. Learners design costumes that reflect the characters and enhance the movements. Learners in their groups perform dance and drama whiles you invite an audience to watch the performance of own and others' for appreciation and appraisal. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances			Pictures and Videos

PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	
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SECOND TERM

WEEKLY LESSON PLAN – B8

WEEK 8

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Design	
Class: B8		Class Size:	Sub Strand: Drawing, Shading, And Coloring	
Content Standard: B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		Indicator: B8 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display		Lesson: 1 of 1
Performance Indicator: Learners can demonstrate ability to generate design ideas and develop models of simple shapes.			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 27				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Revise with learners to review their understanding in the previous lesson.			
	Share performance indicators with learners.			
PHASE 2: NEW LEARNING	Learners in groups develop own drawings of templates and create models of simple shapes and forms using cardboard, Styrofoam, clay and/or pulp paper for appreciation and sharing. 1. Square: - Start with a rectangular piece of cardboard. - Measure and mark equal lengths on all four sides of the rectangle.			T-square, set square, protractor, paper

	- Use a ruler or straight edge to connect the corresponding marks, creating four equal sides. - Cut along the marked lines. - Fold along the edges to create the square shape. 2. Triangle: - Begin with a rectangular piece of cardboard. - Measure and mark the desired length for the base of the triangle on one of the longer sides of the rectangle. - From each end of the base, measure and mark the same distance to determine the length of the other two sides. - Use a ruler or straight edge to connect the marks, creating a triangle shape. - Cut along the marked lines. - Fold along the edges to create the triangle shape. 3. Cube: - Start with a block of Styrofoam. - Measure and mark equal lengths on all sides of the block. - Use a sharp knife or Styrofoam cutter to carefully cut along the marked lines. - Smooth out the edges if needed. 4. Cylinder: - Start with a cylindrical piece of Styrofoam or a block that is large enough to carve into a cylinder shape. - Using a sharp knife or Styrofoam cutter, carve away the excess material to create a cylindrical shape. - Smooth out the sides and ends of the cylinder as desired.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Music)	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.2.2. Demonstrate the ability to use concept of the design process to create and display own creative musical art works that reflect a range of different times and cultures.		Indicator: B8. 2.2.2.5 Plan and display own and others’ musical works that reflect a range of different times and cultures.		Lesson: 1 of 1
Performance Indicator: Learners can plan and display own and others’ musical works			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Give a class concert (to be video recorded) that begins with a presentation on the style, historical and cultural context of the compositions selected and rehearsed in B8. 2.2.2.4. Guide learners to determine the genre or style of music they want to create. Let learners choose instruments and practice with them to create melodies, harmonies, and rhythms. Learners in groups improvise and play around with different melodies and chord progressions on their instrument. Learners perform songs they are familiar with. Allow learners to record live performances and share them online through platforms like YouTube, Facebooks, etc.			Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson.			

	2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	
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Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Dance and Drama)	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.2.3.: Demonstrate how to apply the concept of design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures.		Indicator: B9.2.2.3.9 Organize an appreciation and appraisal of own and others’ dance and drama artworks that reflect a range of different times, cultures and topical issues		Lesson: 1 of 1
Performance Indicator: Learners can organize an appreciation and appraisal of own and others’ dance and drama artworks			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 37				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Invite an audience to watch the performance of own and others for appreciation and appraisal. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances			Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

SECOND TERM

WEEKLY LESSON PLAN – B8

WEEK 9

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Visual Arts	
Class: B8		Class Size:	Sub Strand: Connections In Local And Global Cultures	
Content Standard: B8. 2.3.1 Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues		Indicator: B8. 2.3.1.2. Compare and contrast artworks of visual artists that reflect the history, culture, environment and topical issues.		Lesson: 1 of 1
Performance Indicator: Learners can compare and contrast artworks of visual artists			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Analyze the similarities and differences of themes and techniques used by visual artists in the production of artworks that reflect the history, culture, environment and topical issues. Examples: Ablade Glover, Kofi Antobam, Theodosia Okoh, Francis Boateng. Ablade Glover is a renowned Ghanaian artist known for his vibrant and expressive paintings. His works often explore themes related to everyday life in Ghana and capture the essence of the country's landscapes, markets, and urban scenes. Here are some common themes and techniques found in Ablade Glover's art: <i>1. Everyday Life: Ablade Glover's paintings often depict scenes from daily life in Ghana. He focuses on capturing the energy and vibrancy of markets, streets, and communal spaces. His works celebrate the spirit and resilience of the Ghanaian people.</i>			Pictures and Videos

	<i>2. Color and Texture: Glover's paintings are characterized by bold and vibrant colors. He skillfully uses a wide range of hues to create dynamic and visually striking compositions. Additionally, he employs various textural techniques, such as layering and impasto, to add depth and interest to his artworks.</i> <i>3. Movement and Rhythm: Many of Glover's paintings convey a sense of movement and rhythm. Whether depicting bustling marketplaces or lively cityscapes, he captures the dynamic nature of these environments through the use of fluid brushstrokes and expressive lines.</i> <i>4. Abstraction and Figuration: Glover's art combines elements of abstraction and figuration. While some of his works portray recognizable subjects and scenes, others veer towards abstraction, with loosely defined forms and gestural brushwork. This blending of styles adds intrigue and allows for multiple interpretations.</i> <i>5. Expressive Brushwork: A distinctive feature of Glover's paintings is his expressive and confident brushwork. He employs bold and gestural strokes to create a sense of energy and spontaneity in his artworks. This technique contributes to the lively and dynamic nature of his compositions.</i> Learners in their groups, research and discuss the themes and techniques used by other visual artist in Ghana. Learners relate artworks to tradition, culture and environmental issues of the community to derive meaning and ideas.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Music)	
Class: B8		Class Size:	Sub Strand: Connections In Local And Global Cultures	
Content Standard: B8. 2.3.2. Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different times, cultures and topical issues		Indicator: B8. 2.3.2.4. Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues		Lesson: 1 of 1
Performance Indicator: Learners can distinguish different ways musical works of Ghanaian art composers			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 39				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Invite an audience to watch the performance of own and others for appreciation and appraisal. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances			Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

SECOND TERM

WEEKLY LESSON PLAN – B8

WEEK 10

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Design	
Class: B8		Class Size:	Sub Strand: Drawing, Shading, And Coloring	
Content Standard: B8 1.2.1.Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		Indicator: B8 1.2.1.1 Explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms.		Lesson: 1 of 1
Performance Indicator: Learners can explore available manual and digital tools, materials and techniques for drawing, shading and coloring			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 24				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Revise with learners to identify, select and experiment the use of available manual tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms for sharing and appraising., Understanding Eye Level etc. Learners in groups identify, select and experiment the use of available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms for sharing and appraising. Put learners in groups. Let them develop their own drawings of templates and create models of simple shapes and forms using cardboard, Styrofoam, clay and/or pulp paper for appreciation and sharing.			T-square, set square, protractor, paper

PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	
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Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Visual Arts	
Class: B8		Class Size:	Sub Strand: Connections In Local And Global Cultures	
Content Standard: B8. 2.3.1 Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues		Indicator: B8. 2.3.1.2. Compare and contrast artworks of visual artists that reflect the history, culture, environment and topical issues.		Lesson: 1 of 1
Performance Indicator: Learners can compare and contrast artworks of visual artists			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique.			
	Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Through questions and answers, learners identify some visual artworks in their communities and in Ghana.			Pictures and Videos
	Engage learners to describe briefly on the artworks identified and how they reflect the history, culture, environment and topical issues in their communities and country.			
	Revise with learners to analyze the similarities and differences of themes and techniques used by visual artists in the production of artworks that reflect the history, culture, environment and topical issues.			
	Examples: Ablade Glover, Kofi Antobam, Theodosia Okoh, Francis Boateng.			

	Ablade Glover is a renowned Ghanaian artist known for his vibrant and expressive paintings. His works often explore themes related to everyday life in Ghana and capture the essence of the country's landscapes, markets, and urban scenes. Here are some common themes and techniques found in Ablade Glover's art: <i>1. Everyday Life: Ablade Glover's paintings often depict scenes from daily life in Ghana. He focuses on capturing the energy and vibrancy of markets, streets, and communal spaces. His works celebrate the spirit and resilience of the Ghanaian people.</i> <i>2. Color and Texture: Glover's paintings are characterized by bold and vibrant colors. He skillfully uses a wide range of hues to create dynamic and visually striking compositions. Additionally, he employs various textural techniques, such as layering and impasto, to add depth and interest to his artworks.</i> <i>3. Movement and Rhythm: Many of Glover's paintings convey a sense of movement and rhythm. Whether depicting bustling marketplaces or lively cityscapes, he captures the dynamic nature of these environments through the use of fluid brushstrokes and expressive lines.</i> <i>4. Abstraction and Figuration: Glover's art combines elements of abstraction and figuration. While some of his works portray recognizable subjects and scenes, others veer towards abstraction, with loosely defined forms and gestural brushwork. This blending of styles adds intrigue and allows for multiple interpretations.</i> <i>5. Expressive Brushwork: A distinctive feature of Glover's paintings is his expressive and confident brushwork. He employs bold and gestural strokes to create a sense of energy and spontaneity in his artworks. This technique contributes to the lively and dynamic nature of his compositions.</i> Learners in their groups, research and discuss the themes and techniques used by other visual artist in Ghana. Learners relate artworks to tradition, culture and environmental issues of the community to derive meaning and ideas.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Music)	
Class: B8		Class Size:	Sub Strand: Connections In Local And Global Cultures	
Content Standard: B8. 2.3.2. Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different times, cultures and topical issues			Indicator: B8. 2.3.2.4. Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues	
			Lesson: I of I	
Performance Indicator: Learners can distinguish different ways musical works of Ghanaian art composers			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 39				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Revise with learners on the types of music genres in Ghana. Put learners into groups. Let each group select a music genre. Learners are to perform any song that belongs to the genre they chose. Invite an audience to watch the performance for appreciation and appraisal. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances. Engage learners to describe the music genre identified and how they reflect the history, culture, environment and topical issues in their communities and country.			Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: I. Tell the class what you learnt during the lesson.			

	2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	
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Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Dance and Drama)	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.2.3.: Demonstrate how to apply the concept of design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures.		Indicator: B9.2.2.3.9 Organize an appreciation and appraisal of own and others’ dance and drama artworks that reflect a range of different times, cultures and topical issues		Lesson: 1 of 1
Performance Indicator: Learners can organize an appreciation and appraisal of own and others’ dance and drama artworks			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 37				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Revise with learners on the types of dances in Ghana. Put learners into groups. Let each group select a dance of a particular ethnic group. Learners perform the dance in groups to the whole class. Invite an audience to watch the performance for appreciation and appraisal. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances. Engage learners to describe the types of dance identified and how they reflect the history, culture, environment and topical issues in their communities and country.			Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

SECOND TERM

WEEKLY LESSON PLAN – B8

WEEK 11

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Visual Arts	
Class: B8		Class Size:	Sub Strand: Connections In Local And Global Cultures	
Content Standard: B8. 2.3.1 Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues		Indicator: B8. 2.3.1.2. Compare and contrast artworks of visual artists that reflect the history, culture, environment and topical issues.		Lesson: 1 of 1
Performance Indicator: Learners can compare and contrast artworks of visual artists			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 36				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Through questions and answers, learners identify some visual artworks in their communities and in Ghana. Engage learners to describe briefly on the artworks identified and how they reflect the history, culture, environment and topical issues in their communities and country. Revise with learners to analyze the similarities and differences of themes and techniques used by visual artists in the production of artworks that reflect the history, culture, environment and topical issues. Examples: Ablade Glover, Kofi Antobam, Theodosia Okoh, Francis Boateng.			Pictures and Videos

	Ablade Glover is a renowned Ghanaian artist known for his vibrant and expressive paintings. His works often explore themes related to everyday life in Ghana and capture the essence of the country's landscapes, markets, and urban scenes. Here are some common themes and techniques found in Ablade Glover's art: <i>1. Everyday Life: Ablade Glover's paintings often depict scenes from daily life in Ghana. He focuses on capturing the energy and vibrancy of markets, streets, and communal spaces. His works celebrate the spirit and resilience of the Ghanaian people.</i> <i>2. Color and Texture: Glover's paintings are characterized by bold and vibrant colors. He skillfully uses a wide range of hues to create dynamic and visually striking compositions. Additionally, he employs various textural techniques, such as layering and impasto, to add depth and interest to his artworks.</i> <i>3. Movement and Rhythm: Many of Glover's paintings convey a sense of movement and rhythm. Whether depicting bustling marketplaces or lively cityscapes, he captures the dynamic nature of these environments through the use of fluid brushstrokes and expressive lines.</i> <i>4. Abstraction and Figuration: Glover's art combines elements of abstraction and figuration. While some of his works portray recognizable subjects and scenes, others veer towards abstraction, with loosely defined forms and gestural brushwork. This blending of styles adds intrigue and allows for multiple interpretations.</i> <i>5. Expressive Brushwork: A distinctive feature of Glover's paintings is his expressive and confident brushwork. He employs bold and gestural strokes to create a sense of energy and spontaneity in his artworks. This technique contributes to the lively and dynamic nature of his compositions.</i> Learners in their groups, research and discuss the themes and techniques used by other visual artist in Ghana. Learners relate artworks to tradition, culture and environmental issues of the community to derive meaning and ideas.	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	

Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Music)	
Class: B8		Class Size:	Sub Strand: Connections In Local And Global Cultures	
Content Standard: B8. 2.3.2. Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different times, cultures and topical issues			Indicator: B8. 2.3.2.4. Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues	
			Lesson: I of I	
Performance Indicator: Learners can distinguish different ways musical works of Ghanaian art composers			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 39				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Revise with learners on the types of music genres in Ghana. Put learners into groups. Let each group select a music genre. Learners are to perform any song that belongs to the genre they chose. Invite an audience to watch the performance for appreciation and appraisal. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances. Engage learners to describe the music genre identified and how they reflect the history, culture, environment and topical issues in their communities and country.			Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: I. Tell the class what you learnt during the lesson.			

	2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	
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Week Ending:		DAY:	Subject: Creative Arts And Design	
Duration: 60MINS			Strand: Performing Arts (Dance and Drama)	
Class: B8		Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.2.3.: Demonstrate how to apply the concept of design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures.		Indicator: B9.2.2.3.9 Organize an appreciation and appraisal of own and others’ dance and drama artworks that reflect a range of different times, cultures and topical issues		Lesson: 1 of 1
Performance Indicator: Learners can organize an appreciation and appraisal of own and others’ dance and drama artworks			Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words				
Reference: Creative Arts And Design Curriculum Pg. 37				
Phase/Duration	Learners Activities			Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner’s attention to the new lesson’s content standard and indicator(s).			
PHASE 2: NEW LEARNING	Revise with learners on the types of dances in Ghana. Put learners into groups. Let each group select a dance of a particular ethnic group. Learners perform the dance in groups to the whole class. Invite an audience to watch the performance for appreciation and appraisal. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances. Engage learners to describe the types of dance identified and how they reflect the history, culture, environment and topical issues in their communities and country.			Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?			

