

# 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>	Begin the lesson by discussing the importance of design and creativity in solving societal problems.  Show examples of model artifacts that have been created to address real-world issues.  Engage learners in a brief discussion about how design can contribute to solving problems in society.  Share performance indicators and introduce the lesson			
PHASE 2: <b>NEW LEARNING</b>	Define key terms: model artifacts, design thinking, societal problem-solving.  Discuss the role of design in addressing societal challenges and the impact of visual representation in conveying solutions.  Outline the objective of the lesson: to create model artifacts expressing unique concepts for solving specific problems in society.			Sketchbooks or notebooks  Art supplies (paper, markers, colors, etc.)  Digital tools (computers,

	<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></p> <p><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> I of I
<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				
Phase/Duration	Learners Activities			Resources
PHASE I: <b>STARTER</b>	Begin the lesson with a brief discussion on the power of music to convey messages and influence societal change.  Play a song with a strong social or political message and ask learners to share their thoughts on how music can impact public opinion.  Introduce the concept of planning and displaying musical works for societal impact.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
	Define key terms: musical works, societal impact, topical issues. Discuss examples of African musicians who have used their platform to address societal issues.  Outline the objective of the lesson: to plan and display musical works that promote and sensitize the public on emerging topical issues in Africa.			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> B9.2.2.3.8 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				
Phase/Duration	Learners Activities			Resources
PHASE I: <b>STARTER</b>	Begin the lesson with a brief discussion on the importance of analyzing performances.  Ask learners to share their initial thoughts and feelings after their own performance.  Introduce the concept of post-performance analysis and its role in improving future presentations.  Draw learner’s attention to the new lesson’s content standard and indicator(s).			
	Define key terms: post-performance analysis, reflection, constructive feedback. Discuss the purpose of analyzing a performance and how it contributes to artistic growth.  Outline the objective of the lesson: to conduct a thorough analysis of the original dance drama and/or one-act play performances.  Play the recorded performances of the original dance drama and/or one-act play.  Encourage learners to pay attention to both individual and group aspects of the performance.			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:</b></p> <p><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>	