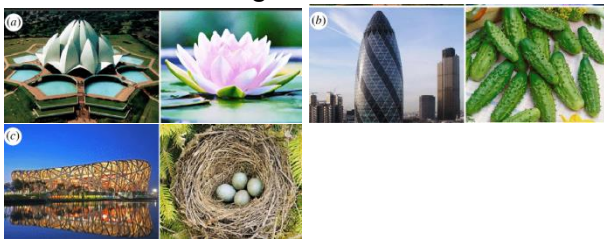
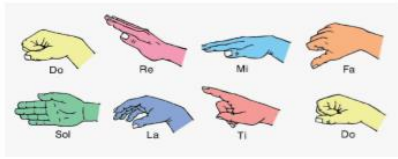



## WEEK 1

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts & Design	
<b>Duration:</b> 60mins		<b>Strand:</b> Design	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Design in Nature and the Manmade Environment	
<b>Content Standard:</b> B7 1.1.1 Demonstrate understanding of design as a concept in relation to the and principles of design and as a medium for creative expression of design in nature and the manmade environment		<b>Indicator:</b> B7 1.1.1.1 Demonstrate understanding of design as a concept and its importance and role as a medium for creative expression of design in nature and the manmade environment	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can tell of the importance of design in arts		<b>Core Competencies:</b> CC9.1: CP5.1: CI5.5: DL6.1:	
<b>Reference:</b> Creative Arts Curriculum Pg. 2			
<b>Keywords:</b> Design, concept, medium, creative expression, nature, manmade environment			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Engage learners in question-and-answer session on what design means to them.</p> <p>Brainstorm to generate and define a shared meaning of design.</p> <p>Engage learners in groups to research to determine the meaning, importance, and role of design in society from library sources (e.g. dictionary, encyclopedia, and the Internet).</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Engage learners in nature walk to observe and appreciate design in nature and the manmade environment in the local community.</p> <p>Guide learners to reflect on the natural and manmade environments and describe design ideas they identified on the nature walk (e.g. tree barks, pattern on stones, images on billboards, arrangement of leaves on plants, shape of buildings/roofs).</p> <p>Let learners collect and document samples of natural and manmade designs in the form of sketches, photographs, video/audio recording.</p> <div style="display: flex; justify-content: space-around;">  </div> <p>Learners are to organize samples to create “natural and manmade learning corner” for reflection, appreciation and discussion of design.</p> <p>Instruct learners search for/download and examine images and illustrations of design concepts associated with design disciplines (e.g. graphic/interior/architectural /fashion design).</p>	pen pencil paper/sketch pad	







	<u>Assessment</u> 1. Learners to observe their surroundings to identify and record other items that have pattern and illustrate design. 2. Learners to research and write a report on the role of design in society.	
<b>PHASE 3: REFLECTION</b>	Learners talk about how the natural and manmade environments serve as a resource for learning.  Learners make suggestions on how the natural environment can be maintained and protected for future use	

<b>Date:</b>	<b>Period:</b>	<b>Subject: Creative Arts</b>	
<b>Duration:</b>		<b>Strand: Visual Arts</b>	
<b>Class: B7</b>	<b>Class Size:</b>	<b>Sub Strand: Media and Techniques</b>	
<b>Content Standard:</b> Visual Arts 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		<b>Indicator:</b> B7 2.1.1.1. Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can Identify the uses of tools, materials and techniques needed for still-life drawing and shading.		<b>Core Competencies:</b> CC9.4.: CP5.2: CI5.1: DL5.3:	
<b>Reference:</b> Creative Arts Curriculum Pg. 12			
<b>Keywords:</b> media, techniques, modelling, realia, equipment, still-life, pattern making			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Engage learners in the exploration of self- misconceptions, biases and barriers in learning CAD-Visual Arts and how they transition from Primary to JHS.  Learners fill in the KWL strategies to identify where they are. What tools and materials do you use for drawing?		
<b>PHASE 2: NEW LEARNING</b>	Show pictures on tools, materials and equipment for still-life, pattern making and modelling.  Guide learners to identify tools and materials for making still-life drawing. E.g. pencils, pens, charcoal pencils, paper.  Learners explore by using different tools and materials to determine their nature  Learners identify and group tools and materials from a variety of sources under still-life, pattern making and modelling  Describe the tools and materials by drawing and stating their uses.  Assessment 1. Ask learners to practice by exploring the tools and materials used in modelling and pattern making. 2. Learners to name and draw the tools, materials and equipment for still-life drawing, pattern making and modelling	pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour, measuring tools, clay, play dough	
<b>PHASE 3: REFLECTION</b>	Learners talk about the tools and materials used according to their nature and uses  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.		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> Music Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music		<b>Indicator:</b> B7 2.1.2.5 Sing in pitch the diatonic major scale.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can sing in pitch the diatonic major scale.		<b>Core Competencies:</b> CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
<b>Reference:</b> Creative Arts Curriculum Pg. 20			
<b>Keywords:</b> Scale, treble clef, octave, ascending, descending, solfege names, audiation			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Sing a familiar patriotic song and a song with solfege like “Kofi Atta.”  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	<p>Explain the concept of pitch. Identify high and low pitches by audiation. Explain the concept of ascending and descending pitches.</p>  <p>Help learners to sing in pitch, in C major key, one octave ascending and descending. Introduce the John Curwen’s Hand Signals.</p> <p>Drill students on the use of the John Curwen’s Hand Signals from doh and/or any other scale degree.</p> <p>Match the seven alphabets to the notes in the C major scale in the treble clef by placing them under their locations (i.e., on line or in space).</p> <p>Show the Sound of Music song Do-Re-Me video clip to end the lesson.</p> 	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to peer assess colleagues by telling if the pitches sang are all correct in the octave.</p> <p>Ask learners individually and groups to respond to the John Curwen’s Hand Signals you make.</p>		

	<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>	
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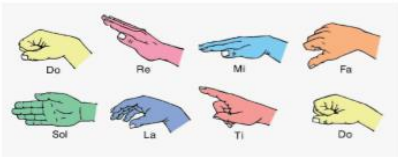

## WEEK 2

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts & Design	
<b>Duration:</b> 60mins		<b>Strand:</b> Design	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Design in Nature and the Manmade Environment	
<b>Content Standard:</b> B7 I.1.1 Demonstrate understanding of design as a concept in relation to the and principles of design and as a medium for creative expression of design in nature and the manmade environment		<b>Indicator:</b> B7 I.1.1.1 Demonstrate understanding of design as a concept and its importance and role as a medium for creative expression of design in nature and the manmade environment	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can tell of the importance of design in arts		<b>Core Competencies:</b> CC9.1: CP5.1: CI5.5: DL6.1:	
<b>Reference:</b> Creative Arts Curriculum Pg. 2			
<b>Keywords:</b> Design, concept, medium, creative expression, nature, manmade environment			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Engage learners in question-and-answer session on what design means to them.</p> <p>Brainstorm to generate and define a shared meaning of design.</p> <p>Engage learners in groups to research to determine the meaning, importance, and role of design in society from library sources (e.g. dictionary, encyclopedia, and the Internet.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Engage learners in nature walk to observe and appreciate design in nature and the manmade environment in the local community.</p> <p>Guide learners to reflect on the natural and manmade environments and describe design ideas they identified on the nature walk (e.g. tree barks, pattern on stones, images on billboards, arrangement of leaves on plants, shape of buildings/roofs).</p> <p>Let learners collect and document samples of natural and manmade designs in the form of sketches, photographs, video/audio recording.</p> <div style="display: flex; justify-content: space-around;">     </div> <div style="display: flex; justify-content: space-around;">   </div> <p>Learners are to organize samples to create “natural and manmade learning corner” for reflection, appreciation and discussion of design.</p> <p>Instruct learners search for/download and examine images and illustrations of design concepts associated with design disciplines (e.g. graphic/interior/architectural /fashion design).</p>	pen pencil paper/sketch pad	

	<u>Assessment</u> 3. Learners to observe their surroundings to identify and record other items that have pattern and illustrate design. 4. Learners to research and write a report on the role of design in society.	
<b>PHASE 3: REFLECTION</b>	Learners talk about how the natural and manmade environments serve as a resource for learning.  Learners make suggestions on how the natural environment can be maintained and protected for future use	

<b>Date:</b>	<b>Period:</b>	<b>Subject: Creative Arts</b>	
<b>Duration:</b>		<b>Strand: Visual Arts</b>	
<b>Class: B7</b>	<b>Class Size:</b>	<b>Sub Strand: Media and Techniques</b>	
<b>Content Standard:</b> Visual Arts 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		<b>Indicator:</b> B7 2.1.1.1. Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can Identify the uses of tools, materials and techniques needed for still-life drawing and shading.		<b>Core Competencies:</b> CC9.4.: CP5.2: CI5.1: DL5.3:	
<b>Reference:</b> Creative Arts Curriculum Pg. 12			
<b>Keywords:</b> media, techniques, modelling, realia, equipment, still-life, pattern making			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Engage learners in the exploration of self- misconceptions, biases and barriers in learning CAD-Visual Arts and how they transition from Primary to JHS.  Learners fill in the KWL strategies to identify where they are. What tools and materials do you use for drawing?		
<b>PHASE 2: NEW LEARNING</b>	Show pictures on tools, materials and equipment for still-life, pattern making and modelling.  Guide learners to identify tools and materials for making still-life drawing. E.g. pencils, pens, charcoal pencils, paper.  Learners explore by using different tools and materials to determine their nature  Learners identify and group tools and materials from a variety of sources under still-life, pattern making and modelling  Describe the tools and materials by drawing and stating their uses.  Assessment 3. Ask learners to practice by exploring the tools and materials used in modelling and pattern making. 4. Learners to name and draw the tools, materials and equipment for still-life drawing, pattern making and modelling	pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour, measuring tools, clay, play dough	
<b>PHASE 3: REFLECTION</b>	Learners talk about the tools and materials used according to their nature and uses  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.		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> Music Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music		<b>Indicator:</b> B7 2.1.2.5 Sing in pitch the diatonic major scale.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can sing in pitch the diatonic major scale.		<b>Core Competencies:</b> CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
<b>Reference:</b> Creative Arts Curriculum Pg. 20			
<b>Keywords:</b> Scale, treble clef, octave, ascending, descending, solfege names, audiation			

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Sing a familiar patriotic song and a song with solfege like “Kofi Atta.”</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Explain the concept of pitch. Identify high and low pitches by audiation. Explain the concept of ascending and descending pitches.</p>  <p>Help learners to sing in pitch, in C major key, one octave ascending and descending. Introduce the John Curwen’s Hand Signals.</p> <p>Drill students on the use of the John Curwen’s Hand Signals from doh and/or any other scale degree.</p> <p>Match the seven alphabets to the notes in the C major scale in the treble clef by placing them under their locations (i.e., on line or in space).</p> <p>Show the Sound of Music song Do-Re-Me video clip to end the lesson.</p> 	<p>Photos, videos, art paper, colors and traditional art tools, other materials available in the community</p>
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to peer assess colleagues by telling if the pitches sang are all correct in the octave.</p> <p>Ask learners individually and groups to respond to the John Curwen’s Hand Signals you make.</p>	

	<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>	
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## WEEK 3

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> Visual Arts 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		<b>Indicator:</b> B7 2.1.1.1. Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can Identify the uses of tools, materials and techniques needed for still-life drawing and shading.		<b>Core Competencies:</b> CC9.4.: CP5.2: CI5.1: DL5.3:	
<b>Reference:</b> Creative Arts Curriculum Pg. 12			
<b>Keywords:</b> Media, techniques, modelling, realia, equipment, still-life, pattern making			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Learners answer questions from the previous lesson. E.g. What tools or materials do you think you will be using in drawing?</p> <p>Learners describe and record relevant tools, materials used in still-life drawing, pattern making and modelling.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to experiment with tools and materials to test for their suitability in making still-life drawing, pattern making and modelling. Examples of tools: pencil, charcoal, crayon, cutting wire, knife, smooth stones. Examples of materials: paint, pastel, paper, tracing paper, clay, paper pulp, plasticine.</p> <p>Learners test and classify the tools and materials according to their uses in still-life drawing, pattern making and modelling</p> <p>Identify techniques needed for still-life drawing and shading. Examples of techniques: direct observation, freehand and outline drawing.</p> <p>Discuss how to apply the tools, materials and equipment in a safe way when creating still-life drawings, patterns and models.</p> <p>Apply knowledge and skills acquired in cleaning-up and maintaining tools and materials.</p> <p>Guide learners on ways of storing of tools, materials and equipment in a sustainable manner.</p>	<p>pencils, paper, charcoal pencil, pastel, crayon, scissors, brushes, measuring tools, clay, play dough, plasticine, papier mâché (pulp)</p>	
<b>PHASE 3: REFLECTION</b>	<p>Learners talk about the steps involved in cleaning-up, maintaining and storing of tools, materials and equipment.</p> <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p>		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts
<b>Duration:</b>	<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques
<b>Content Standard:</b> Music B7. 2.1.2. Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.	<b>Indicator:</b> B7 2.1.2.5 Sing in pitch the diatonic major scale when playing the John Curwen’s Hand Sign Game by Lahing or using solfege.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can sing in pitch the diatonic major scale		<b>Core Competencies:</b> CC 7.2: CI 6.1: CP 5.6: CI 6.6:
<b>Reference:</b> Creative Arts Curriculum Pg. 20		
<b>Keywords:</b> demonstrate, movements, rhythmic		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Sing a familiar patriotic song and a song with solfege like “Kofi Atta.”  Share performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Explain the concept of pitch. Identify high and low pitches by audiation. Explain the concept ascending and descending pitches.  Help learners to sing in pitch, in C major key, one octave ascending and descending.  Introduce the John Curwen’s Hand Signals. Drill learners on the use of the John Curwen’s Hand Signals from doh and/or any other scale degree.  Match the seven alphabets to the notes in the C major scale in the treble clef by placing them under their locations (i.e., on line or in space).  Show the Sound of Music song Do-Re-Me video clip to end the lesson.  <u>Assessment</u> (i) Ask learners to peer assess colleagues by telling if the pitches sang are all correct in the octave.  (ii) Ask learners individually and groups to respond to the John Curwen’s Hand Signals you make.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
<b>PHASE 3: REFLECTION</b>	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.	

## WEEK 4

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> Visual Arts 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		<b>Indicator:</b> B7 2.1.1.1. Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the uses of tools, materials and techniques needed for still-life drawing and shading.		<b>Core Competencies:</b> CC9.4.: CP5.2: CI5.1: DL5.3:	
<b>Reference:</b> Creative Arts Curriculum Pg. 12			
<b>Keywords:</b> Media, techniques, modelling, realia, equipment, still-life, pattern making			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Learners answer questions from the previous lesson. E.g. What tools or materials do you think you will be using in drawing?</p> <p>Learners describe and record relevant tools, materials used in still-life drawing, pattern making and modelling.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to experiment with tools and materials to test for their suitability in making still-life drawing, pattern making and modelling. Examples of tools: pencil, charcoal, crayon, cutting wire, knife, smooth stones. Examples of materials: paint, pastel, paper, tracing paper, clay, paper pulp, plasticine.</p> <p>Learners test and classify the tools and materials according to their uses in still-life drawing, pattern making and modelling</p> <p>Identify techniques needed for still-life drawing and shading. Examples of techniques: direct observation, freehand and outline drawing.</p> <p>Discuss how to apply the tools, materials and equipment in a safe way when creating still-life drawings, patterns and models.</p> <p>Apply knowledge and skills acquired in cleaning-up and maintaining tools and materials.</p> <p>Guide learners on ways of storing of tools, materials and equipment in a sustainable manner.</p>	<p>pencils, paper, charcoal pencil, pastel, crayon, scissors, brushes, measuring tools, clay, play dough, plasticine, papier mâché (pulp</p>	

<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Learners talk about the steps involved in cleaning-up, maintaining and storing of tools, materials and equipment.</p> <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>	
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<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> Dance and Drama B7. 2.1.3. Demonstrate understanding and apply media, voice and movement techniques in dance and drama		<b>Indicator:</b> B7.2.1.3.8 Identify and demonstrate the various Ghanaian dance/body movements, positions and voice projection patterns	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and demonstrate the various Ghanaian dance/body movements, positions and voice projection patterns		<b>Core Competencies:</b> CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
<b>Reference:</b> Creative Arts Curriculum Pg. 20			
<b>Keywords:</b> mimic, flexibility, performance, movement			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Guide learners to discuss previous experiences and misconceptions in dance and drama.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Help learners explore and discuss the socio-cultural role of the body.</p> <p>Identify and perform basic rhythmic/ theatre games and physical exercises</p> <p>Identify some sounds (voices) and movements of animals and humans. Demonstrate these sounds (voices) and movements with learners</p> <p>Identify and demonstrate types of body profile and dance positions. Perform basic dance movements and/ or movement patterns of a Ghanaian traditional dance.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Learners to observe different animal and human movements in the community for discussion in class.</li> <li>• Learners learn to imitate three different movements of animals and humans.</li> <li>• Take interest in and/or participate in community events.</li> </ul>	<p>The learners' bodies. Performance Space Pictures/diagrams of body profiles and positions</p>	
<b>PHASE 3: REFLECTION</b>	<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>		

## WEEK 5

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts & Design	
<b>Duration:</b>		<b>Strand:</b> Design	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Design in Nature and the Manmade Environment	
<b>Content Standard:</b> B7 1.1.1 Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment		<b>Indicator:</b> B7 1.1.1.2. Research to identify and record what constitutes the 'elements of design' in nature and as building blocks for composition and creative expression of ideas	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify elements of design in nature		<b>Core Competencies:</b> CC9.1: CP5.1: CI5.5: DL6.1:	
<b>Reference:</b> Creative Arts Curriculum Pg. 2			
<b>Keywords:</b> manmade, Elements, design, dot, line, shape, texture, color, value, form, space, perspective			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Engage learners in the exploration of personal misconceptions, biases and barriers to learning Design in relation to Creative Art from Primary to Junior High School.</p> <p>Let learners fill in the KWL strategies to identify where they are in their learning of design</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Show a pictures/charts on sample tools and materials on elements of design.</p> <p>Learners brainstorm and reflect on the nature of the tools, materials and equipment for making elements of design.</p> <p>Learners identify and group tools and materials from a variety of sources under making elements of design.</p> <p>Describe the tools and materials by drawing and stating their uses.</p> <p><u>Assessment</u></p> <p>i. Learners take a walk in the community and identify the tools and materials used in making elements of design.</p> <p>ii. Name and draw the tools, materials and equipment for making elements of design</p>	<p>Photos, videos, art paper, colors and traditional art tools, other materials available in the community</p>	
<b>PHASE 3: REFLECTION</b>	<p>Learners talk about the tools and materials used according to their nature and uses</p> <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>		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard: Visual Arts</b> 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		<b>Indicator:</b> B7 2.1.1.1 Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can uses of tools, materials and techniques needed for still-life drawing		<b>Core Competencies:</b> CC8.2: CP5.5: CI5.5: DL5.3:	
<b>Reference:</b> Creative Arts Curriculum Pg. 11			
<b>Keywords:</b> Media, techniques, modelling, realia, equipment, still-life, pattern making			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Show a realia/ pictures on techniques in still-life drawing and shading.</p> <p>Learners answer questions to motivate them on tools and materials for still-life drawing and shading.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners identify and discuss basic shapes such as the cube, cone and sphere and determine their nature.</p> <p>Learners discuss and determine what makes an object 3D rather than 2D, such as the width, length and depth and the formation of light and shadow on the object.</p> <p>Learners observe and discuss the effect of light on an object and how to apply it in drawing and shading in tones.</p> <p>Learners brainstorm and reflect on techniques in still-life drawing and shading. Examples: hatching, cross-hatching, smoothing and stippling.</p> <p>Learners identify the skills in creating still-life drawing and some techniques in shading.</p> <p>Learners practice the techniques used in drawing and shading still-life object.</p> <p><u>Assessment</u> Learners practice the techniques in still-life draw and shading using different media. such as pencils and pens</p>	<p>Photos, videos, art paper, colors and traditional art tools, other materials available in the community</p>	
<b>PHASE 3: REFLECTION</b>	<p>Learners display artworks for reflection, and use appropriate language to give supportive and informative peer and self-evaluation. Example: “The work used the stippling technique to achieve a range of tones”.</p> <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p>		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> Music B7. 2.2.2. Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical works that reflect the range of different times and cultures		<b>Indicator:</b> B7. 2.2.2.4. Create and produce own musical works that reflect the history and culture of the people of the community	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can create and produce own musical works		<b>Core Competencies:</b> PL5.3: CC8.1: PL5.4: PL5.5:	
<b>Reference:</b> Creative Arts Curriculum Pg. 19			
<b>Keywords:</b> Dance drama, plot, synopsis, characters, instrumentation, acting, props, choreography			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	ask a learner to sing a folk tale song (mmoguo) to the class for their colleague to respond to, "Kweku Dâ Onuro"  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Show a short video clip of a dance drama. Ask learners through brainstorming to explore the meaning of dance drama. Give them local examples like The Lost Fisherman, The Palmwine Drinkard and Meet the Saviour.  Discuss with learners the basic elements of dance drama—plot, synopsis, characters, instrumentation, acting, props and choreography  Put learners into small groups to plan a 5-minute dance drama. Themes may be rumormongering, love, survival, joy, anger, surprise, fear, corruption, hatred and power. Plan should include: plot, characters, instrumentation (drumming), choreography (songs and dances), costume and make-up. Groups must also add their rehearsal plan.  Groups to present their dance drama plans to the class. Moderate the plans as appropriate. Ask other groups to comment on plans. Sum up the lesson, and ask groups to go and rehearse their dance drama for presentation at the next lesson (i.e., in two-week's time). Inform them the performances will be recorded.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>PHASE 3: REFLECTION</b>	Learners to peer assess their colleagues.  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.		

## WEEK 6

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts & Design	
<b>Duration:</b>		<b>Strand:</b> Design	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Design in Nature and the Manmade Environment	
<b>Content Standard:</b> B7 1.1.1 Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment		<b>Indicator:</b> B7 1.1.1.2. Research to identify and record what constitutes the 'elements of design' in nature and as building blocks for composition and creative expression of ideas	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify elements of design in nature		<b>Core Competencies:</b> CC9.1: CP5.1: CI5.5: DL6.1:	
<b>Reference:</b> Creative Arts Curriculum Pg. 2			
<b>Keywords:</b> manmade, Elements, design, dot, line, shape, texture, color, value, form, space, perspective			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Engage learners in the exploration of personal misconceptions, biases and barriers to learning Design in relation to Creative Art from Primary to Junior High School.</p> <p>Let learners fill in the KWL strategies to identify where they are in their learning of design</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Show a pictures/charts on sample tools and materials on elements of design.</p> <p>Learners brainstorm and reflect on the nature of the tools, materials and equipment for making elements of design.</p> <p>Learners identify and group tools and materials from a variety of sources under making elements of design.</p> <p>Describe the tools and materials by drawing and stating their uses.</p> <p><u>Assessment</u></p> <p>i. Learners take a walk in the community and identify the tools and materials used in making elements of design.</p> <p>ii. Name and draw the tools, materials and equipment for making elements of design</p>		<p>Photos, videos, art paper, colors and traditional art tools, other materials available in the community</p>
<b>PHASE 3: REFLECTION</b>	<p>Learners talk about the tools and materials used according to their nature and uses</p> <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>		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> 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		<b>Indicator:</b> B7 2.1.1.1 Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can uses of tools, materials and techniques needed for still-life drawing		<b>Core Competencies:</b> CC8.2: CP5.5: CI5.5: DL5.3:	
<b>Reference:</b> Creative Arts Curriculum Pg. 11			
<b>Keywords:</b> Media, techniques, modelling, realia, equipment, still-life, pattern making			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Show a realia/ pictures on techniques in still-life drawing and shading.</p> <p>Learners answer questions to motivate them on tools and materials for still-life drawing and shading.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners identify and discuss basic shapes such as the cube, cone and sphere and determine their nature.</p> <p>Learners discuss and determine what makes an object 3D rather than 2D, such as the width, length and depth and the formation of light and shadow on the object.</p> <p>Learners observe and discuss the effect of light on an object and how to apply it in drawing and shading in tones.</p> <p>Learners brainstorm and reflect on techniques in still-life drawing and shading. Examples: hatching, cross-hatching, smoothing and stippling.</p> <p>Learners identify the skills in creating still-life drawing and some techniques in shading.</p> <p>Learners practice the techniques used in drawing and shading still-life object.</p> <p><u>Assessment</u> Learners practice the techniques in still-life draw and shading using different media. such as pencils and pens</p>	<p>Photos, videos, art paper, colors and traditional art tools, other materials available in the community</p>	
<b>PHASE 3: REFLECTION</b>	<p>Learners display artworks for reflection, and use appropriate language to give supportive and informative peer and self-evaluation. Example: "The work used the stippling technique to achieve a range of tones".</p>		

	<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>	
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<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> Music B7. 2.2.2. Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical works that reflect the range of different times and cultures		<b>Indicator:</b> B7. 2.2.2.4. Create and produce own musical works that reflect the history and culture of the people of the community	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can create and produce own musical works		<b>Core Competencies:</b> PL5.3: CC8.1: PL5.4: PL5.5:	
<b>Reference:</b> Creative Arts Curriculum Pg. 19			
<b>Keywords:</b> Dance drama, plot, synopsis, characters, instrumentation, acting, props, choreography			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	ask a learner to sing a folk tale song (mmoguo) to the class for their colleague to respond to, "Kweku Dâ Onsuru"  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Show a short video clip of a dance drama. Ask learners through brainstorming to explore the meaning of dance drama. Give them local examples like The Lost Fisherman, The Palmwine Drinkard and Meet the Saviour.  Discuss with learners the basic elements of dance drama—plot, synopsis, characters, instrumentation, acting, props and choreography  Put learners into small groups to plan a 5-minute dance drama. Themes may be rumormongering, love, survival, joy, anger, surprise, fear, corruption, hatred and power. Plan should include: plot, characters, instrumentation (drumming), choreography (songs and dances), costume and make-up. Groups must also add their rehearsal plan.  Groups to present their dance drama plans to the class. Moderate the plans as appropriate. Ask other groups to comment on plans. Sum up the lesson, and ask groups to go and rehearse their dance drama for presentation at the next lesson (i.e., in two-week's time). Inform them the performances will be recorded.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>PHASE 3: REFLECTION</b>	Learners to peer assess their colleagues.  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.		

## WEEK 7

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts
<b>Duration:</b>		<b>Strand:</b> Visual Arts
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques
<b>Content Standard:</b> Visual Arts B7. 2.2.1. Demonstrate the ability to use concept of the design process (idea development) to produce, display and appraise own creative artworks that reflect in the range of different times and cultures		<b>Indicator:</b> B7. 2.2.1.1. Design and produce own visual artworks that reflect the history and culture of the people of the local community
<b>Performance Indicator:</b> Learners can design and produce own visual artworks		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> CC9.4.: CP5.2: CI5.1: DL5.3:		
<b>Reference:</b> Creative Arts Curriculum Pg. 11		
<b>Keywords:</b> 2-dimensional, idea development, appreciate, appraise, design thinking process		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Learners take an imaginary or actual environmental walk to identify a social or environmental problem in the local community  Share performance indicators and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Learners discuss their observations and views and findings about the environmental walk (library and internet information).  Engage learners to discuss the design process and how to apply it to make a 2D or 3D artwork to solve an identified problem.  Learners translate their ideas into sketches and plans to design and make 2D or 3D artworks using available tools, materials and equipment.  Learners translate their ideas into 2D artworks that can be made to solve social problems in the community. Examples of artworks: posters, stickers, illustrations, prints, wrappers, emblems, crests, banners  Learners use techniques that can be used to make 2D artworks. Examples: drawing, sketching, painting, printmaking, mosaic, collage (by cutting and pasting). Example of tools: pencils, pens, brushes, cutters, pair of scissors  Learners translate their ideas into 3D artworks that can be made to solve social problems in the community. Examples: sculptural artworks, figurines, statuettes, flora and fauna (plants and animals) gadgets, toys, masks, stools, ceremonial swords. Techniques: modelling, casting.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
<b>PHASE 3: REFLECTION</b>	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.	

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> Music B7. 2.2.2.5 Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical works that reflect the range of different times and cultures		<b>Indicator:</b> B7. 2.2.2.5. Plan and display of own and others' musical works that reflect the history and culture of the people in the community	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can plan and display of own and others' musical works		<b>Core Competencies:</b> CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
<b>Reference:</b> Creative Arts Curriculum Pg. 20			
<b>Keywords:</b> Dress rehearsal, dance-drama, plot, synopsis, characters, instrumentation, acting, props			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Using questions and answers, review learners understanding in the previous lesson.  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Ask learners in advance to assemble at the performance ground (e.g., assembly hall, shed, under a shady tree, etc.) for this lesson.  Learners studied dance-drama two week ago and planned their plot, synopsis, acts and scenes; have identified instruments and indigenous stylised dances to choreograph; have planned their rehearsal schedules and appointed event planning committees. The three (3) Groups had their dress rehearsals during the two weeks. Group leaders also randomly picked their positions for the performances last week.  Costuming: Ask Groups to change into their costumes during the first.  Group Performances: Ask groups to present their dance-drama in the order picked as you facilitate the recording processes of the performances.  <u>Assessment</u> (i) Explain homework. (ii) Learners to reflect, connect and apply the knowledge acquired for next week's lesson. (iii) Ensure all the accoutrements are sent back properly packed and stored.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>PHASE 3: REFLECTION</b>	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.		

## WEEK 8

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts & Design	
<b>Duration:</b>		<b>Strand:</b> Design	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Design in Nature and the Manmade Environment	
<b>Content Standard:</b> B7 1.1.1 Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment		<b>Indicator:</b> B7 1.1.1.3. Research 'principles of design' to describe how they are used to organize the 'elements of design' into building blocks for visual design, composition and creative expression of ideas	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can describe principles of design' and how they are used to organize the 'elements of design' into building blocks for visual design, composition and creative expression of ideas		<b>Core Competencies:</b> CC7.5: CP5.1: CI6.2: DL5.6:	
<b>Reference:</b> Creative Arts Curriculum Pg. 3			
<b>Keywords:</b> Emphasis, balance and alignment, contrast, repetition, proportion, movement			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Engage learners in the exploration principles of design and how they transition from Primary to JHS.  Learners fill in the KWL strategies to identify where they are.  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Show pictures on principles of design.  Learners brainstorm and reflect on the nature of principles of design that help in organizing elements of design.  Learners identify and group a variety of elements under design.  Describe the tools and materials by drawing and stating their uses.  <u>Assessment</u> <ul style="list-style-type: none"> <li>• Learners take a walk in the community and identify principles of design found in their communities.</li> <li>• Learners create a composition using principles of design</li> </ul>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>PHASE 3: REFLECTION</b>	Learners talk about the principles of design according to their nature and uses.  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.		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> Visual Arts B7. 2.2.1. Demonstrate the ability to use concept of the design process (idea development) to produce, display and appraise own creative artworks that reflect in the range of different times and cultures		<b>Indicator:</b> B7. 2.2.1.1. Design and produce own visual artworks that reflect the history and culture of the people of the local community	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can design and produce own visual artworks		<b>Core Competencies:</b> CC9.4.: CP5.2: CI5.1: DL5.3:	
<b>Reference:</b> Creative Arts Curriculum Pg. 11			
<b>Keywords:</b> 2-dimensional, idea development, appreciate, appraise, design thinking process			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Learners take an imaginary or actual environmental walk to identify a social or environmental problem in the local community  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Learners discuss their observations and views and findings about the environmental walk (library and internet information).  Engage learners to discuss the design process and how to apply it to make a 2D or 3D artwork to solve an identified problem.  Learners translate their ideas into sketches and plans to design and make 2D or 3D artworks using available tools, materials and equipment.  Learners translate their ideas into 2D artworks that can be made to solve social problems in the community. Examples of artworks: posters, stickers, illustrations, prints, wrappers, emblems, crests, banners  Learners use techniques that can be used to make 2D artworks. Examples: drawing, sketching, painting, printmaking, mosaic, collage (by cutting and pasting). Example of tools: pencils, pens, brushes, cutters, pair of scissors  Learners translate their ideas into 3D artworks that can be made to solve social problems in the community. Examples: sculptural artworks, figurines, statuettes, flora and fauna (plants and animals) gadgets, toys, masks, stools, ceremonial swords. Techniques: modelling, casting.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>PHASE 3: REFLECTION</b>	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.		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> Dance and Drama B7. 2.2.3. Demonstrate the ability to use concepts of design process to produce and display own creative and expressive artworks that reflect in the range of different times and cultures in dance and drama.		<b>Indicator:</b> B7. 2.2.3. Demonstrate the ability to use concepts of design process to produce and display own creative and expressive artworks that reflect in the range of different times and cultures in dance and drama.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use concepts of design process to produce and display own creative and expressive artworks		<b>Core Competencies:</b> CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
<b>Reference:</b> Creative Arts Curriculum Pg. 20			
<b>Keywords:</b> aesthetic, appreciation, community, culture			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Guide learners to do the Change Your Style game.</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Discuss ideas learners have on the history and culture of the community.</p> <p>Identify ways of creating (designing) drama and/or dance based on the ideas of learners on the culture and history of the community.</p> <p>In groups, guide learners to draft stories for a skit(s) based on the ideas generated on the history and culture of the community.</p> <p>Guide learners to create scenarios from story. Identify actors/actresses and assign roles: auditioning, casting, characterization, etc.</p> <p>Guide learners to plan rehearsals.</p> <p><u>Assessment</u> Rehearse the skits at home independently or in groups</p>	Gadgets to facilitate recording of performance	
<b>PHASE 3: REFLECTION</b>	<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>		

## WEEK 9

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts & Design	
<b>Duration:</b>		<b>Strand:</b> Design	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Design in Nature and the Manmade Environment	
<b>Content Standard:</b> B7 1.1.1 Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment		<b>Indicator:</b> B7 1.1.1.3. Research 'principles of design' to describe how they are used to organize the 'elements of design' into building blocks for visual design, composition and creative expression of ideas	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can describe principles of design' and how they are used to organize the 'elements of design' into building blocks for visual design, composition and creative expression of ideas		<b>Core Competencies:</b> CC7.5: CP5.1: CI6.2: DL5.6:	
<b>Reference:</b> Creative Arts Curriculum Pg. 3			
<b>Keywords:</b> Emphasis, balance and alignment, contrast, repetition, proportion, movement			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	Engage learners in the exploration principles of design and how they transition from Primary to JHS.  Learners fill in the KWL strategies to identify where they are.  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Show pictures on principles of design.  Learners brainstorm and reflect on the nature of principles of design that help in organizing elements of design.  Learners identify and group a variety of elements under design.  Describe the tools and materials by drawing and stating their uses.  <u>Assessment</u> <ul style="list-style-type: none"> <li>• Learners take a walk in the community and identify principles of design found in their communities.</li> <li>• Learners create a composition using principles of design</li> </ul>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>PHASE 3: REFLECTION</b>	Learners talk about the principles of design according to their nature and uses.  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.		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> B7. 2.3.1. Demonstrate the ability to correlate and generate ideas from visual artworks in the community that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B7. 2.3.1.1. Narrate own views of the history, culture, environment and topical issues in the community.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can narrate own views on topical issues in the community.		<b>Core Competencies:</b> CC9.4.: CP5.2: CI5.1: DL5.3:	
<b>Reference:</b> Creative Arts Curriculum Pg. 22			
<b>New words:</b> Chieftaincy, landmarks, artists and artworks, events, festivals, tourist sites			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Learners watch a 5-minute video on the festivals and tourist sites.</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners identify and record relevant information by generating ideas through concept maps on the history and culture of the community.</p> <p>Learners discuss and reflect on own views of the environment by identifying tourist sites in the natural and manmade environment in the community.</p> <p>Learners reflect and discuss the effects of the history and culture of some topical issues in the community.</p> <p><u>Assessment</u> Learners research on the history and culture of the community emphasizing on chieftaincy and festivals</p>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>PHASE 3: REFLECTION</b>	<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>		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Connections in Local and Global Cultures	
<b>Content Standard:</b> Music B7. 2.2.3. Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B7. 2.3.2.3. Identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify indigenous and art musicians in the community		<b>Core Competencies:</b> CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
<b>Reference:</b> Creative Arts Curriculum Pg. 20			
<b>New words:</b> Autobiography, biography, enquiry, research, interview, indigenous, neo-traditional, exponent			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Show a video of one of the class performances recorded a fortnight ago or similar video clip.</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Play the following video clips of indigenous musical forms briefly and discuss the genres involved, namely: recitative song forms (nnwomkrô, ebibindwom, etc.), dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.), vocal effects (yodelling, ululation, holler, nasalization)</p> <p>Learners to identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues.</p> <p>Select three prominent musicians from the list. Put learners into three groups and ask them to discuss and document the biographical data of the three prominent musicians identified</p> <p>Ask groups to present their biographical data of the three prominent musicians identified to the class. Ask other groups to comment on the data presented. Sum up the lesson, and ask groups to go and research on their exponent for presentation at the next lesson.</p> <p><u>Assessment</u> Ask students, during their first term vacation, to go to an indigenous musician or a traditional musician in their community and interview them to collect data to construct an allegory about the selected musician</p>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	

<b>PHASE 3: REFLECTION</b>	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.	
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## WEEK 10

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> B7. 2.3.1. Demonstrate the ability to correlate and generate ideas from visual artworks in the community that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B7. 2.3.1.1. Narrate own views of the history, culture, environment and topical issues in the community.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can narrate own views on topical issues in the community.		<b>Core Competencies:</b> CC9.4.: CP5.2: CI5.1: DL5.3:	
<b>Reference:</b> Creative Arts Curriculum Pg. 22			
<b>New words:</b> Chieftaincy, landmarks, artists and artworks, events, festivals, tourist sites			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Learners watch a 5-minute video on the festivals and tourist sites.</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners identify and record relevant information by generating ideas through concept maps on the history and culture of the community.</p> <p>Learners discuss and reflect on own views of the environment by identifying tourist sites in the natural and manmade environment in the community.</p> <p>Learners reflect and discuss the effects of the history and culture of some topical issues in the community.</p> <p><u>Assessment</u> Learners research on the history and culture of the community emphasizing on chieftaincy and festivals</p>		Photos, videos, art paper, colors and traditional art tools, other materials available in the community
<b>PHASE 3: REFLECTION</b>	<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>		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Connections in Local and Global Cultures	
<b>Content Standard:</b> Music B7. 2.2.3. Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B7. 2.3.2.3. Identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify indigenous and art musicians in the community		<b>Core Competencies:</b> CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
<b>Reference:</b> Creative Arts Curriculum Pg. 20			
<b>New words:</b> Autobiography, biography, enquiry, research, interview, indigenous, neo-traditional, exponent			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Show a video of one of the class performances recorded a fortnight ago or similar video clip.</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Play the following video clips of indigenous musical forms briefly and discuss the genres involved, namely: recitative song forms (nnwomkrô, ebibindwom, etc.), dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.), vocal effects (yodelling, ululation, holler, nasalization</p> <p>Learners to identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues.</p> <p>Select three prominent musicians from the list. Put learners into three groups and ask them to discuss and document the biographical data of the three prominent musicians identified</p> <p>Ask groups to present their biographical data of the three prominent musicians identified to the class. Ask other groups to comment on the data presented. Sum up the lesson, and ask groups to go and research on their exponent for presentation at the next lesson.</p> <p><u>Assessment</u> Ask students, during their first term vacation, to go to an indigenous musician or a traditional musician in their community and interview them to collect data to construct an allegory about the selected musician</p>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	

<b>PHASE 3:</b> <b>REFLECTION</b>	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.	
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<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Connections in Local and Global Cultures	
<b>Content Standard:</b> Dance and Drama B7. 2.3.3. Demonstrate the ability to correlate and generate ideas from creative artworks of dancers and actors in the community that reflect a range of different times.		<b>Indicator:</b> B7. 2.3.3.5 Select artworks of dance and drama artistes in the community or other places, and identify the history, culture, environment and topical issues that are reflected in them	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate the history of dance and drama artistes in the community.		<b>Core Competencies:</b> CP 5.1: CG5.3: CG5.1	
<b>Reference:</b> Creative Arts Curriculum Pg. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Start lesson by singing the song Nyôñtsere ni egye and dance or any traditional play songs</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Show a video (dance and/or drama) to learners.</p> <p>Facilitate discussion on video (s) to identify, the history, culture, environment and the topical issues that are reflected in it/them</p> <p><u>Assessment</u> Search for and watch a video of Ananse and the Gum Man by Mohammed Ben Abdallah and write a brief report on it based on history, culture, environmental and topical issues.</p>		Photos, videos, art paper, colors and traditional art tools, other materials available in the community
<b>PHASE 3: REFLECTION</b>	<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>		

## WEEK 11

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> B7. 2.3.1. Demonstrate the ability to correlate and generate ideas from visual artworks in the community that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B7. 2.3.1.1. Narrate own views of the history, culture, environment and topical issues in the community.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can narrate own views on topical issues in the community.		<b>Core Competencies:</b> CC9.4.: CP5.2: CI5.1: DL5.3:	
<b>Reference:</b> Creative Arts Curriculum Pg. 22			
<b>New words:</b> Chieftaincy, landmarks, artists and artworks, events, festivals, tourist sites			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Learners watch a 5-minute video on the festivals and tourist sites.</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners identify and record relevant information by generating ideas through concept maps on the history and culture of the community.</p> <p>Learners discuss and reflect on own views of the environment by identifying tourist sites in the natural and manmade environment in the community.</p> <p>Learners reflect and discuss the effects of the history and culture of some topical issues in the community.</p> <p><u>Assessment</u> Learners research on the history and culture of the community emphasizing on chieftaincy and festivals</p>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>PHASE 3: REFLECTION</b>	<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>		

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Connections in Local and Global Cultures	
<b>Content Standard:</b> Music B7. 2.2.3. Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B7. 2.3.2.3. Identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify indigenous and art musicians in the community		<b>Core Competencies:</b> CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
<b>Reference:</b> Creative Arts Curriculum Pg. 20			
<b>New words:</b> Autobiography, biography, enquiry, research, interview, indigenous, neo-traditional, exponent			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Show a video of one of the class performances recorded a fortnight ago or similar video clip.</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Play the following video clips of indigenous musical forms briefly and discuss the genres involved, namely: recitative song forms (nnwomkrô, ebibindwom, etc.), dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.), vocal effects (yodelling, ululation, holler, nasalization)</p> <p>Learners to identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues.</p> <p>Select three prominent musicians from the list. Put learners into three groups and ask them to discuss and document the biographical data of the three prominent musicians identified</p> <p>Ask groups to present their biographical data of the three prominent musicians identified to the class. Ask other groups to comment on the data presented. Sum up the lesson, and ask groups to go and research on their exponent for presentation at the next lesson.</p> <p><u>Assessment</u> Ask students, during their first term vacation, to go to an indigenous musician or a traditional musician in their community and interview them to collect data to construct an allegory about the selected musician</p>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	

<b>PHASE 3:</b> <b>REFLECTION</b>	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.	
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<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b>		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Connections in Local and Global Cultures	
<b>Content Standard:</b> Dance and Drama B7. 2.3.3. Demonstrate the ability to correlate and generate ideas from creative artworks of dancers and actors in the community that reflect a range of different times.		<b>Indicator:</b> B7. 2.3.3.5 Select artworks of dance and drama artistes in the community or other places, and identify the history, culture, environment and topical issues that are reflected in them	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate the history of dance and drama artistes in the community.		<b>Core Competencies:</b> CP 5.1: CG5.3: CG5.1	
<b>Reference:</b> Creative Arts Curriculum Pg. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Start lesson by singing the song Nyôñtsere ni egye and dance or any traditional play songs</p> <p>Using questions and answers, review learners understanding in the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Show a video (dance and/or drama) to learners.</p> <p>Facilitate discussion on video (s) to identify, the history, culture, environment and the topical issues that are reflected in it/them</p> <p><u>Assessment</u> Search for and watch a video of Ananse and the Gum Man by Mohammed Ben Abdallah and write a brief report on it based on history, culture, environmental and topical issues.</p>		Photos, videos, art paper, colors and traditional art tools, other materials available in the community
<b>PHASE 3: REFLECTION</b>	<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>		

## WEEK 12

### REVISION AND END OF TERM ASSESSMENT

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts
<b>Duration:</b>		<b>Strand:</b> Strands treated for the term
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.		<b>Indicator:</b> Recall and summarize all what they have learnt within the term.
<b>Performance Indicator:</b> Learners can recall and summarize all what they have learnt within the term		<b>Core Competencies:</b> CP 5.1: CG5.3: CG5.1
<b>Reference:</b> Creative Arts Curriculum Pg. 1 to 27		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Using questions and answers, review learners understanding in the previous lesson.</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Revise with learners to demonstrate understanding of design as a concept and its importance and role as a medium for creative expression of design in nature and the manmade environment.</p> <p>Guide learners to identify and reflect on selected natural and manmade designs to appreciate and determine how design in nature has influenced manmade designs to benefit society for appreciation and discussion.</p> <p>Guide learners to Identify, describe and record relevant tools and materials for still-life drawing, shading and pattern making. <i>Examples of tools and materials: pencil, charcoal, crayon, cutting wire, knife, smooth stones, paint, pastel, paper, tracing paper, clay, paper pulp, plasticine.</i></p> <p>Engage learners to sing in pitch the diatonic major scale.</p> <p>Revise with learners to identify and use the techniques in still-life drawing and shading to create own artworks.</p> <p>Guide learners to identify and perform Ghanaian physical exercises, rhythmic/theatre games, simple dance movements, etc. Example: the kete, dance.</p> <p>Revise with learners to identify and record what constitutes the 'elements of design' in nature and as building blocks for creative expression of design ideas.</p> <p>In groups, learners gather and record relevant information for developing ideas to design own visual artworks that reflect the history and culture of the people of the local community. <b>Example:</b> <i>making drawings and/or taking photographs of local buildings, people, schools, landscapes, sculpture pieces, graphic arts, textiles, basketry, jewelry, leatherworks, etc.</i></p>	<p>Photos, videos, art paper, colors and traditional art tools, other materials available in the community</p>

	<u>Assessment</u> 1. State and explain the types of shading. 2. Draw any object and use at least two of the shading technique to color. 3. What is element of design? 4. Identify and explain the elements of design with examples.	
<b>PHASE 3: REFLECTION</b>	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.	

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts
<b>Duration:</b>	<b>Strand:</b> Strands treated for the term	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Sub strands for the term
<b>Content Standard:</b> Demonstrate knowledge and understanding in the topics treated so far.		<b>Indicator:</b> Preparation towards vacation
<b>Performance Indicator:</b> Learners can answer all end of term assessment questions in their exercise books.		<b>Core Competencies:</b> CP 5.1: CG5.3: CG5.1
<b>Reference:</b> Creative Arts Curriculum Pg. 1 to 27		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Ask learners to bring and display all the materials needed for the assessment.  Educate them on the consequences of examination mal practice.	Exercise books, pen, pencils, erasers, Answer sheets.
<b>PHASE 2: NEW LEARNING</b>	Engage learners to arrange themselves properly to sit for the assessment test.  Mark learners answer sheets or exercise books.  Fill in learner's SBA books and report cards.  Distribute learners answer sheets or exercise books for feedback.	SBA, Assessment Questions and exercise books.