

**TERM THREE**  
**WEEKLY LESSON PLAN – B7**  
**WEEK 1**

<b>Date:</b> 16 <sup>TH</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 50MINS		<b>Strand:</b> Design	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Design In Nature And Manmade Environment	
<b>Content Standard:</b> B7 I.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 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 discuss the similarities and differences in design in nature and manmade design or objects		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2	
<b>Key words</b>	Design, compare, contrast, medium, creative expression, nature, manmade environment		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 3			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Learners reflect on their experiences of design and search their surroundings, picture books, YouTube videos, calendars, magazines, photographs, etc. to identify and share ideas on design in the community.</p> <p>Have learners to research and record how designers in different specialized disciplines (e.g. graphic design/ architectural design/interior design/web design) generate ideas and create designs.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to identify and carefully study different natural and manmade designs in detail.</p> <p>Brainstorm on selected design products/items to identify and describe the sources of ideas that influenced those items.</p> <p>Have learners compare several natural and manmade objects to describe the similarities between them, using the 'nature learning corner' as a basis.</p> <p>Let them record the findings to report on how individuals experiment with available manual and digital media to create their own designs from natural or manmade resources.</p> <p>In groups, learners discuss preferred objects to use and safely apply previous relevant knowledge and skills to select</p>	Picture book, magazines YouTube videos Pinterest.com images calendars	

	<p>appropriate manual and digital tools, materials and equipment to create designs for display and reporting.</p> <p>Have them display designs, illustrations, reports, models of designs for feedback.</p> <p><u>Assessment</u> Learners practise designing using different tools and techniques. Learners find out how designers make use of natural designs to benefit society</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Learners talk about design in the environment and how different d ideas to create their designs.</p> <p>Learners reflect and talk about how the natural environment can b other designers to get inspiration from.</p>	

<b>Date:</b> 16 <sup>TH</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 50MINS		<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 Visual Arts: 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 2.1.1.4 Apply the techniques in pattern making using available media to create visual artworks
<b>Performance Indicator:</b> Learners can apply the techniques in pattern making using available media to create visual artworks		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>	Dabbing, direct and relief printing, motif, pattern making	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 7		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Show a 5-minute video/ realia/ pictures on techniques in pattern making.  Learners answer questions to motivate them on techniques in pattern making. E.g. What are some techniques used in pattern making?	
<b>PHASE 2: NEW LEARNING</b>	Learners brainstorm and reflect on techniques in pattern making. Examples: dabbing, direct and relief printing  Learners identify and describe the techniques and media for pattern making.  Learners apply relevant pattern making techniques with available media to create own visual artworks.  Learners practise the techniques in pattern making.  <u>Assessment</u> Learners practise the techniques in pattern making using different media	Picture/ video  Poster, letter and/or notices,
<b>PHASE 3: REFLECTION</b>	Learners display and talk about their appreciation and reflection with their peers.  Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.  Ask learners to tell what they have learnt.	

<b>Date:</b> 16 <sup>TH</sup> SEPT, 2022		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 50MINS		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B7. 2.1.2 Music: Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music		<b>Indicator:</b> B7 2.1.2.7 Conduct songs in simple duple, triple and quadruple time	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can conduct songs in simple duple, triple and quadruple time		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2	
<b>Key words</b>	Rhythm, semibreve, minim, crotchet, quaver, semiquaver, rhythm, internalize, durational symbols, durational value, beat, pulse, rests		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 11			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Ask the class to sing 'Hen Ara Asaase Ni' as one of the students is called to conduct.  Draw attention to the new lesson's content standard and indicator.		
<b>PHASE 2: NEW LEARNING</b>	Explain the concept of time signature. Show learners a score of music in simple—duple, triple and quadruple time signatures. Discuss the location of time signatures on the score. Explain the top figure and the lower figure. Draw attention to the fact that it is not a fraction as in Mathematics (numerator and denominator).  Put learners in groups. Give out time signature tasks and break up class to go into their small groups to discuss and explain their meanings. Teacher goes round to offer help where needed.  Explain the concept of beat patterns. Demonstrate beat patterns in two, three and four for learners to imitate.  <u>Assessment</u> In groups, learners go into their small groups to practise the beat patterns with songs of their own choice from We Sing and Learn.  Call groups back to present their solutions to the tasks. Encourage peer assessment and comments on other issues that come up, e.g., beat pattern conducting, core values, etc.	Picture/ video  Poster, letter and/or notices,	
<b>PHASE 3: REFLECTION</b>	Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired. Explain homework		

**TERM THREE**  
**WEEKLY LESSON PLAN – B7**  
**WEEK 2**

<b>Date:</b> 23 <sup>RD</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 50MINS		<b>Strand:</b> Design	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Design In Nature And Manmade Environment	
<b>Content Standard:</b> B7 I.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 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 discuss the similarities and differences in design in nature and manmade design or objects		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2	
<b>Key words</b>	Design, compare, contrast, medium, creative expression, nature, manmade environment		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 3			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Learners reflect on their experiences of design and search their surroundings, picture books, YouTube videos, calendars, magazines, photographs, etc. to identify and share ideas on design in the community.</p> <p>Have learners to research and record how designers in different specialized disciplines (e.g. graphic design/ architectural design/interior design/web design) generate ideas and create designs.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to identify and carefully study different natural and manmade designs in detail.</p> <p>Brainstorm on selected design products/items to identify and describe the sources of ideas that influenced those items.</p> <p>Have learners compare several natural and manmade objects to describe the similarities between them, using the 'nature learning corner' as a basis.</p> <p>Let them record the findings to report on how individuals experiment with available manual and digital media to create their own designs from natural or manmade resources.</p> <p>In groups, learners discuss preferred objects to use and safely apply previous relevant knowledge and skills to select</p>	Picture book, magazines YouTube videos Pinterest.com images calendars	

	<p>appropriate manual and digital tools, materials and equipment to create designs for display and reporting.</p> <p>Have them display designs, illustrations, reports, models of designs for feedback.</p> <p><u>Assessment</u> Learners practise designing using different tools and techniques. Learners find out how designers make use of natural designs to benefit society</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Learners talk about design in the environment and how different d ideas to create their designs.</p> <p>Learners reflect and talk about how the natural environment can b other designers to get inspiration from.</p>	

<b>Date:</b> 23 <sup>RD</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 50MINS		<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 Visual Arts: 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 2.1.1.4 Apply the techniques in pattern making using available media to create visual artworks	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can apply the techniques in pattern making using available media to create visual artworks		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Dabbing, direct and relief printing, motif, pattern making	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 7		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Show a 5-minute video/ realia/ pictures on techniques in pattern making.  Learners answer questions to motivate them on techniques in pattern making. E.g. What are some techniques used in pattern making?	
<b>PHASE 2: NEW LEARNING</b>	Learners brainstorm and reflect on techniques in pattern making. Examples: dabbing, direct and relief printing  Learners identify and describe the techniques and media for pattern making.  Learners apply relevant pattern making techniques with available media to create own visual artworks.  Learners practise the techniques in pattern making.  <u>Assessment</u> Learners practise the techniques in pattern making using different media	Picture/ video  Poster, letter and/or notices,
<b>PHASE 3: REFLECTION</b>	Learners display and talk about their appreciation and reflection with their peers.  Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.  Ask learners to tell what they have learnt.	

<b>Date:</b> 23 <sup>RD</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 50MINS		<b>Strand:</b> Performing Arts
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B7. 2.1.3: Dance and Drama Demonstrate understanding and apply media, voice and movement techniques in dance and drama	<b>Indicator:</b> B7.2.1.3.9 Explore and experiment with techniques of dance, body movements and voice projections in the Ghanaian performance space	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can conduct songs in simple duple, triple and quadruple time		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2
<b>Key words</b>	Mimic, mimicry, mime, flexibility, facial	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 11		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	Do "Pick and Act" game with learners on dance and drama.  Explore gestures and facial expressions in dance and drama	
<b>PHASE 2: NEW LEARNING</b>	Guide learners to identify types of performance space.  Help learners identify the 4 basic parts of a performance space.  Explore how actors and dancers move in a performance space.  Discuss how body profiles and positions affect voice quality in a performance space.  Have learners to differentiate between projection and shouting.  <u>Assessment</u> What is performance space? Identify the 4 basic parts of a performance space	Picture/ video  Poster, letter and/or notices,
<b>PHASE 3: REFLECTION</b>	Close by allowing learners to reflect on body profiles and positions and create own (imaginary) profiles and positions on a performance stage.  <u>Homework</u> <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> </ul>	



	<p>Put learners into their small groups to go and practise the beat patterns with songs of their own choice from.</p> <p>Call groups back to present their solutions to the tasks. Encourage peer assessment and comments on other issues that comes up, e.g., beat pattern conducting, core values, etc.</p> <p><u>Assessment</u></p> <p>(i) Ask learners to comment on the peer assessment they did on the groups.</p> <p>(ii) Ask all learners to sing the Ghana National Anthem in their seats and conduct.</p>	conducting patterns
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.</p> <p>Ask learners to tell what they have learnt.</p> <p><u>Homework</u></p> <p>Learners to continue practicing the conducting beat patterns</p>	

<b>Week Ending:</b> 30 <sup>th</sup> SEPT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 50MINS	<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B7. 2.1.3: Dance and Drama Demonstrate understanding and apply media, voice and movement techniques in dance and drama		<b>Indicator:</b> B7.2.1.3.9 Explore and experiment with techniques of dance, body movements and voice projections in the Ghanaian performance space
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can conduct songs in simple duple, triple and quadruple time		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2
<b>Key words</b>	Mimic, mimicry, mime, flexibility, facial	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 11		
Phase/Duration	Learners Activities	Resources
PHASE 1: <b>STARTER</b>	Do "Pick and Act" game with learners on dance and drama.  Explore gestures and facial expressions in dance and drama	
PHASE 2: <b>NEW LEARNING</b>	Guide learners to identify types of performance space.  Help learners identify the 4 basic parts of a performance space.  Explore how actors and dancers move in a performance space.  Discuss how body profiles and positions affect voice quality in a performance space.  Have learners to differentiate between projection and shouting.  <u>Assessment</u> What is performance space? Identify the 4 basic parts of a performance space	Picture/ video  Poster, letter and/or notices,
PHASE 3: <b>REFLECTION</b>	Close by allowing learners to reflect on body profiles and positions and create own (imaginary) profiles and positions on a performance stage.  <u>Homework</u> <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> </ul>	

**TERM THREE**  
**WEEKLY LESSON PLAN – B7**  
**WEEK 4**

<b>Week Ending:</b> 7 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And 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 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>Performance Indicator:</b> Learners can elements of design for composition and creative expression of ideas.		<b>Lesson:</b> 1 of 1	
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3			
<b>Key words</b>	Dot, line, shape, texture, color, value, form, space, and perspective.		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Show a 5-minute video/ pictures on techniques in making elements of design</p> <p>Learners answer questions to motivate them on techniques in making elements of design.</p> <p>Mention some of the elements of design in man-made setting.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners brainstorm and reflect on techniques in creating elements of design. Examples: form, texture, shape, line, perspective.</p> <p>Learners identify the skills in creating elements of design and techniques by shading.</p> <p>Learners practice the techniques by drawing and making elements of design.</p> <p><u>Assessment</u> Learners practice the techniques in making elements of design by drawing using different media. Examples using pencils, pens, pastel and charcoal pencils.</p>	Pictures of elements of design	
<b>PHASE 3: REFLECTION</b>	<p>Learners talk about the techniques used with their peers.</p> <p><u>Homework</u> Learners design and make a poster a given theme using the elements of design</p>		

<b>Week Ending:</b> 7 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression
<b>Content Standard:</b> B7. 2.2.1. Visual Arts 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. 2.2.1.3 Organize an appreciation and appraisal of own and others artworks that reflect the history and culture of the people in the community
<b>Performance Indicator:</b> Learners can show appreciation and appraisal of own and others artworks		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>	Appraise, portfolio, design process, appreciate, elements and principles of art, symbolism.	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Learners answer questions on how to use concept of the design process (idea development) to produce artworks.</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Engage learners to observe, analyze and discuss the artistic, historical and cultural value of an artwork such as a Ghanaian coin.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>- type of media used</li> <li>- what it is used for?</li> </ul> <p>Learners identify the elements, and principles of design and materials used. They find out the</p> <ul style="list-style-type: none"> <li>- aesthetics,</li> <li>- function,</li> <li>- originality,</li> <li>- techniques,</li> <li>- time (period) of the artwork.</li> </ul> <p>Learners in groups prepare a criteria to appreciate, appraise and analyze own artwork</p> <p>Example: history, functionality , originality, techniques.</p> <p><u>Assessment</u></p> <p>Learners prepare criteria to appreciate and appraise own and others' visual artworks.</p>	<p>pictures, gathering information from library, internet, artworks of historical significance e.g. coin</p>
<b>PHASE 3: REFLECTION</b>	<p>Learners reflect and share aesthetic experience for future refinement and modification.</p> <p><u>Homework</u></p>	

	Learners to create a mosaic and present it to class for appreciation and appraisal.	
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<b>Week Ending:</b> 7 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<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> B7. 2.1.3. Dance Demonstrate understanding and apply media, voice and movement techniques in dance and drama.	<b>Indicator:</b> B7.2.1.3.9 Explore and experiment with techniques of dance, body movements and voice projections in the Ghanaian performance Space.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can apply the techniques in pattern making using available media to create visual artworks		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Mimic, mimicry, mime, flexibility, facial, profile, performance projection.	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Do “Pick and Act” game with learners. Learners act short performance in a define space.  Have learners identify the space as stage and the class as audience.  Share performance indicators and introduce the lesson	Pictures/diagrams of body profiles and positions.
<b>PHASE 2: NEW LEARNING</b>	Explore gestures and facial expressions in dance and drama.  Guide learners to identify types of performance space. <ul style="list-style-type: none"> <li>• Arena stage – this has audience seated on all sides of a square or circular stage.</li> <li>• Proscenium theatre – this looks typically like a picture frame. The action takes place in the middle on the stage with the audience looking up.</li> <li>• Thrust stage - it is known by its arrangement which consists of being surrounded by audience on three sides.</li> <li>• Playhouse – is a structure where theatrical works, performing arts and musical concerts are presented.</li> </ul> In groups, learners research for other types of performing stages. Call learners to present their work to the class for discussion.	Use emoji on mobile phone or pictures

	<p>Help learners identify the 4 basic parts of a performance space.  Example: center stage, downstage, upstage and stage left/right.  Explore how actors and dancers move in a performance space.</p> <p><u>Assessment</u>  Discuss how body profiles and positions affect voice quality in a performance space.</p> <p>Differentiate between projection and shouting</p>	
<p>PHASE 3:  <b>REFLECTION</b></p>	<p>Learners talk about the techniques used with their Peers.</p> <p><u>Homework</u>  Identify and explain the types of performance space.</p>	

**TERM THREE**  
**WEEKLY LESSON PLAN – B7**  
**WEEK 5**

<b>Week Ending:</b> 14 <sup>th</sup> OCT, 2022		<b>DAY:</b>	<b>Subject:</b> Creative Arts And 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 elements and principles of design.		<b>Indicator:</b> B7 1.1.1.2 Research to identify and record what constitutes the 'elements of design' in nature.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify and record what constitutes the 'elements of design' in nature		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Dot, line, shape, texture, color, value, form, space, and perspective.		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Show pictures on techniques in making elements of design</p> <p>Learners answer questions to motivate them on techniques in making elements of design.</p> <p>Mention some of the elements of design in man-made setting.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners brainstorm and reflect on techniques in creating elements of design. Examples: form, texture, shape, line, perspective.</p> <p>In groups, learners find items in the environment that depicts elements of design.</p> <p>Learners identify the skills in creating elements of design and techniques by shading.</p> <p>Demonstrate the techniques of shading to learners.</p> <p>Learners practice the techniques by drawing and making elements of design.</p> <p><u>Assessment</u> Learners practice the techniques in making elements of design by drawing using different media. Examples using pencils, pens, pastel and charcoal pencils.</p>	Pictures of elements of design	
<b>PHASE 3: REFLECTION</b>	<p>Learners talk about the techniques used with their peers.</p> <p><u>Homework</u> Learners design and make a poster of a given theme using the elements of design.</p>		

<b>Week Ending:</b> 14 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B7. 2.2.1. Visual Arts Demonstrate the ability to use concept of the design process to produce, display and appraise own creative artworks.		<b>Indicator:</b> B7. 2.2.1.3 Organize an appreciation and appraisal of own and others artworks	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can show appreciation and appraisal of own and others artworks		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Appraise, portfolio, design process, appreciate, symbolism.		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Learners answer questions on how to use concept of the design process (idea development) to produce artworks.  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Engage learners to observe, analyze and discuss the artistic, historical and cultural value of an artwork such as a Ghanaian coin. Example: - type of media used - what it is used for?  Learners identify the elements, and principles of design and materials used. They find out the - aesthetics, - function, - originality, - techniques, - time (period) of the artwork.  Learners in groups prepare a criteria to appreciate, appraise and analyze own artwork Example: history, functionality , originality, techniques.  <u>Assessment</u> Learners prepare criteria to appreciate and appraise own and others' visual artworks.	pictures, gathering information from library, internet, artworks of historical significance e.g. coin	
<b>PHASE 3: REFLECTION</b>	Learners reflect and share aesthetic experience for future refinement and modification.  <u>Homework</u> Learners to create a mosaic and present it to class for appreciation and appraisal.		

<b>Week Ending:</b> 14 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<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 B7.2.2.2. Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms		<b>Indicator:</b> B7. 2.3.2.6. Organize an appreciation and appraisal of own and others' musical works
<b>Performance Indicator:</b> Learners can show appreciation and appraisal of own and others artworks		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can show appreciation and appraisal of own and others artworks		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Formalism, , absolutism, expressionism, dance-drama, plot, synopsis, characters	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Ask learners to play a stone passing game in small groups around their tables.</p> <p>Recap of previous lesson using RCA technique.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Play the following video clips of indigenous musical forms briefly and ask learners to identify the genres involved, namely:</p> <ul style="list-style-type: none"> <li>• recitative song forms (nnwomkrô, ebibindwom, etc.),</li> <li>• dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.) and</li> <li>• vocal effects (yodeling, ululation, holler, nasalization).</li> </ul> <p>Guide learners to discuss the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely:</p> <ul style="list-style-type: none"> <li>• Formalism</li> <li>• Referentialism</li> <li>• Absolutism</li> <li>• Expressionism</li> </ul> <p>In groups, learners review briefly the elements of dance and drama — plot, characters, instrumentation (drumming), choreography (songs and dances), costume and make-up</p> <p>Have learners watch a dance/drama performance.</p> <p>Put learners into three groups and ask them in their groups to discuss and appraise the video watched and write a short aesthetic appreciation report.</p>	Pictures and Videos


	<p>Ask groups to present their aesthetic appreciation report written to the class.</p> <p>Ask other groups to comment on the report presented.</p> <p><u>Assessment</u> Learners in groups watch other videos on the internet and do a presentation on them.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to peer assess their colleagues in group presentations.</p> <p>Close the lesson by allowing students to reflect, connect and apply the knowledge acquired.</p> <p><u>Homework</u> Learners in groups watch other videos on the internet and write a brief aesthetic appreciation on each for presentation at the next lesson.</p>	

**TERM THREE**  
**WEEKLY LESSON PLAN – B7**  
**WEEK 6**

<b>Week Ending:</b> 21 <sup>st</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B7. 2.2.1. Visual Arts Demonstrate the ability to use concept of the design process to produce, display and appraise own creative artworks.		<b>Indicator:</b> B7. 2.2.1.3 Organize an appreciation and appraisal of own and others artworks	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can show appreciation and appraisal of own and others artworks		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Appraise, portfolio, design process, appreciate, symbolism.		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Learners answer questions on how to use concept of the design process (idea development) to produce artworks.  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Engage learners to observe, analyze and discuss the artistic, historical and cultural value of an artwork such as a Ghanaian coin. Example: - type of media used - what it is used for  Learners identify the elements, and principles of design and materials used. They find out the - aesthetics, - function, - originality, - techniques, - time (period) of the artwork.  Learners in groups prepare a criteria to appreciate, appraise and analyze own artwork Example: history, functionality , originality, techniques.  <u>Assessment</u> Learners prepare criteria to appreciate and appraise own and others' visual artworks.	pictures, gathering information from library, internet, artworks of historical significance e.g. coin	
<b>PHASE 3: REFLECTION</b>	Learners reflect and share aesthetic experience for future refinement and modification.  <u>Homework</u>		

	Learners to create a mosaic and present it to class for appreciation and appraisal.	
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<b>Week Ending:</b> 21 <sup>st</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expressions
<b>Content Standard:</b> Dance/Drama B7.2.2.3. Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama		<b>Indicator:</b> B7.2.2.3.9 Organize an appreciation and appraisal of own and others' artworks in dance and drama that reflect the history and culture of the people of the community
<b>Performance Indicator:</b> Learners can show appreciation and appraisal of own and others artworks		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>	Design, concept, artworks, aesthetic, organize, history, culture, display ,community plan venue, posters, appraisal, appreciation	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Ask learners to play a stone passing game in small groups around their tables.</p> <p>Recap of previous lesson using RCA technique.</p> <p>Draw learners attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to brainstorm on how to organize appreciation and appraisal events.</p> <p>Show a poster, letter and/or notice, etc. to learners.</p>  <p>Guide learners to discuss why and how posters are made e.g. the uses or importance of posters, invitation letters, notices, etc.</p> <p>In groups, guide learners to design their own posters.</p> <p>Post learners' posters in the classroom and guide them to take a gallery-walk.</p> <p>Guide learners to do a class discussion on the posters.</p>	Pictures and Videos


<p>PHASE 3: <b>REFLECTION</b></p>	<p>Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk.</p> <p>Summarize core-points for learners' reflection.</p> <p><u>Homework</u> Do further investigation on how to design posters for publicity for dance and performances. • Join community dance and drama groups.</p>	
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**TERM THREE**  
**WEEKLY LESSON PLAN – B7**  
**WEEK 7**

<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022		<b>DAY:</b>	<b>Subject:</b> Creative Arts And 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 elements and principles of design.		<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 identify and record what constitutes the 'elements of design' in nature		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Emphasis, balance, scale, value, unity, rhythm, contrast, repetition, proportion, movement.		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Show a 5-minute video/pictures on the organization elements of design</p> <p>Share performance indicators and introduce the lesson</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Learners brainstorm and reflect on the use of principles of design Examples: rhythm, repetition, contrast, etc.</p> <p>Learners identify the skills in creating composition with elements and principles of design.</p> <p>Learners practice the techniques by drawing using both natural and manmade environment.</p> <p>Have learners apply knowledge of 'elements and 'principles' of design' to create own designs using appropriate tools</p>		<p>pencils paper charcoal pencil pastel crayons scissors brushes</p>
<b>PHASE 3: REFLECTION</b>	<p>Learners talk about the techniques used with their peers.</p> <p><u>Homework</u> Learners practice the techniques in creating elements and 'principles' of design' to reflect the environment. Examples using contrast, repetition, balance, proportion, etc.</p>		

<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<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. 2.2.2. Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms		<b>Indicator:</b> B7. 2.3.2.6. Organize an appreciation and appraisal of own and others' musical works
<b>Performance Indicator:</b> Learners can show appreciation and appraisal of own and others artworks		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>	Formalism , referentialism, absolutism, expressionism, rhythm, semibreve, minim	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Learners are to watch pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.</p> <p>Ask learners to talk about parts of the pictures that interest them.</p> <ul style="list-style-type: none"> <li>• Have you witnessed or saw an exhibition?</li> <li>• What items did see being displayed or showcased?</li> </ul> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Play the following video clips of indigenous musical forms briefly and ask learners to identify the genres involved, namely recitative song forms (nnwomkrô, ebibindwom, etc.), dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.) and vocal effects (yodelling, ululation, holler, nasalisation).</p> <p>Review the definition of the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely</p> <ul style="list-style-type: none"> <li>• Formalism</li> <li>• Referentialism</li> <li>• Absolutism</li> <li>• Expressionism</li> </ul> <p>Review briefly the elements of Art Musical Composition for Percussive Instruments;</p> <ul style="list-style-type: none"> <li>• how the piece began</li> <li>• how the piece ended</li> <li>• how interesting the bass drum beat was</li> <li>• how interesting the inner parts had a dialogue and complemented each other.</li> </ul> <p>Select a dance or drama composed and performed in the previous lessons and play back to the class. Put learners into three groups and ask them in their groups to discuss and appraise the video watched and write a short aesthetic appreciation report</p>	Art Musical Composition for Percussive Instruments

	<p>Ask groups to present their aesthetic appreciation report written to the class based on the guidelines.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i></li> <li>➤ The subject matter: <i>this stage talks about the meaning of the work.</i></li> <li>➤ Appraisal: <i>this stage talks of the use of the artwork.</i></li> <li>➤ Experience to share: <i>this stage talks about the design process</i></li> </ul> <p>Ask other groups to comment on the report presented. Sum up the lesson, and ask groups to go watch the other two videos of the class for presentation at the next lesson.</p> <p><u>Assessment</u> Ask learners to peer assess their colleagues in group presentations. Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Learners reflect and share aesthetic experience for future refinement and modification.</p> <p><u>Homework</u> Ask learners to go and watch the other videos of the class and write a brief aesthetic appreciation on each for presentation at the next lesson.</p>	

<b>Week Ending:</b> 28 <sup>th</sup> OCT, 2022		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expressions	
<b>Content Standard:</b> Dance/Drama B7.2.2.3. Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms		<b>Indicator:</b> B7.2.2.3.9 Organize an appreciation and appraisal of own and others' artworks	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can show appreciation and appraisal of own and others artworks		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Design, concept, artworks, aesthetic, organize, history, culture, display ,community plan venue, posters, appraisal, appreciation		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Ask learners to play a stone passing game in small groups around their tables.</p> <p>Recap of previous lesson using RCA technique.</p> <p>Draw learners attention to the new lesson's content standard and indicator(s).</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to brainstorm on how to organize appreciation and appraisal events.</p> <p>Show a poster, letter and/or notice, etc. to learners.</p>  <p>Guide learners to discuss why and how posters are made e.g. the uses or importance of posters, invitation letters, notices, etc.</p> <p>In groups, guide learners to design their own posters.</p> <p>Post learners' posters in the classroom and guide them to take a gallery-walk.</p> <p>Guide learners to do a class discussion on the posters.</p>	Pictures and Videos	
<b>PHASE 3: REFLECTION</b>	<p>Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk.</p> <p>Summarize core-points for learners' reflection.</p> <p><u>Homework</u></p> <p>Do further investigation on how to design posters for publicity for dance and performances. • Join community dance and drama groups.</p>		

**TERM THREE**  
**WEEKLY LESSON PLAN – B7**  
**WEEK 8**

<b>Week Ending:</b> 4 <sup>th</sup> NOV, 2022		<b>DAY:</b>	<b>Subject:</b> Creative Arts And 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 elements and principles of design.		<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>Performance Indicator:</b> Learners can identify and record what constitutes the 'elements of design' in nature		<b>Lesson:</b> 1 of 1	
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3			
<b>Key words</b>	Emphasis, balance, scale, value, unity, rhythm, contrast, repetition, proportion, movement.		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Show a 5-minute video/pictures on the organization elements of design  Share performance indicators and introduce the lesson		
<b>PHASE 2: NEW LEARNING</b>	Learners brainstorm and reflect on the use of principles of design Examples: rhythm, repetition, contrast, etc.  Learners identify the skills in creating composition with elements and principles of design.  Learners practice the techniques by drawing using both natural and manmade environment.  Have learners apply knowledge of 'elements and 'principles' of design' to create own designs using appropriate tools	pencils paper charcoal pencil pastel crayons scissors brushes	
<b>PHASE 3: REFLECTION</b>	Learners talk about the techniques used with their peers.  <u>Homework</u> Learners practice the techniques in creating elements and 'principles' of design' to reflect the environment. Examples using contrast, repetition, balance, proportion, etc.		

<b>Week Ending:</b> 4 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<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. 2.2.2. Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms		<b>Indicator:</b> B7. 2.3.2.6. Organize an appreciation and appraisal of own and others' musical works
<b>Performance Indicator:</b> Learners can show appreciation and appraisal of own and others artworks		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>	Formalism , referentialism, absolutism, expressionism, rhythm, semibreve, minim	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Learners are to watch pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.</p> <p>Ask learners to talk about parts of the pictures that interest them.</p> <ul style="list-style-type: none"> <li>• Have you witnessed or saw an exhibition?</li> <li>• What items did see being displayed or showcased?</li> </ul> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Play the following video clips of indigenous musical forms briefly and ask learners to identify the genres involved, namely recitative song forms (nnwomkrô, ebibindwom, etc.), dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.) and vocal effects (yodelling, ululation, holler, nasalisation).</p> <p>Review the definition of the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely</p> <ul style="list-style-type: none"> <li>• Formalism</li> <li>• Referentialism</li> <li>• Absolutism</li> <li>• Expressionism</li> </ul> <p>Review briefly the elements of Art Musical Composition for Percussive Instruments;</p> <ul style="list-style-type: none"> <li>• how the piece began</li> <li>• how the piece ended</li> <li>• how interesting the bass drum beat was</li> <li>• how interesting the inner parts had a dialogue and complemented each other.</li> </ul> <p>Select a dance or drama composed and performed in the previous lessons and play back to the class. Put learners into three groups and ask them in their groups to discuss and appraise the video watched and write a short aesthetic appreciation report</p>	Art Musical Composition for Percussive Instruments

	<p>Ask groups to present their aesthetic appreciation report written to the class based on the guidelines.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i></li> <li>➤ The subject matter: <i>this stage talks about the meaning of the work.</i></li> <li>➤ Appraisal: <i>this stage talks of the use of the artwork.</i></li> <li>➤ Experience to share: <i>this stage talks about the design process</i></li> </ul> <p>Ask other groups to comment on the report presented. Sum up the lesson, and ask groups to go watch the other two videos of the class for presentation at the next lesson.</p> <p><u>Assessment</u> Ask learners to peer assess their colleagues in group presentations. Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Learners reflect and share aesthetic experience for future refinement and modification.</p> <p><u>Homework</u> Ask learners to go and watch the other videos of the class and write a brief aesthetic appreciation on each for presentation at the next lesson.</p>	

**TERM THREE**  
**WEEKLY LESSON PLAN – B7**  
**WEEK 9**

<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Connections in Local and Global Cultures	
<b>Content Standard:</b> Visual Arts 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. 2.3.1.2. Identify visual artworks that reflect the history, culture, environment and topical issues in the community.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use visual artworks to solve topical issues in the community		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Chieftaincy, landmarks, artists and artworks, events, festivals, tourist sites		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Learners answer questions on how to generate ideas from visual artworks in the community.  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Learners appreciate and appraise the pre-independence and post-independence history, culture, environment and topical issues in the community reflected in the selected visual artworks. Example: What time or era? <ul style="list-style-type: none"> <li>• Is it the pre-independence era characterized by independence movements and struggles?</li> <li>• Is it the post-independence era marked by multi-party democracy?</li> </ul> Learners compare the nature of the selected artworks to determine their similarities and differences in terms of their functional, aesthetics, social and cultural values. Example: Type of media: <ul style="list-style-type: none"> <li>• pastel, oil, water, acrylic, clay, wood, metal, fabric, paper. Etc.</li> <li>• purposes of artworks:</li> <li>• social events, market scenes, landscapes, plants, animals, folklore, religious, political, etc.</li> </ul> Learners reflect on the effects of the history and culture of the topical issues in the selected visual artworks. Example: <ul style="list-style-type: none"> <li>• Does the work portray a topical issue of an era?</li> </ul>	pictures or video on the festivals, tourist sites (natural and man-made) chieftaincy etc.	

	<ul style="list-style-type: none"> <li>• Is the issue or message conveyed using the media, techniques and elements and principles of art?.</li> </ul> <p><u>Assessment</u> Learners research and document how the history, culture, environment and topical issues in the community is reflected in the selected visual artworks.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Learners talk and make individual or collaborative presentations on information recorded.</p>	

<b>Week Ending:</b> 11 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<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> B7. 2.2.3. Music 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. 2.3.2.4 Appreciate and appraise an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc.
<b>Performance Indicator:</b> Learners can appreciate and appraise an indigenous and a neo-traditional group within the community		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>	Enquiry, research, interview, indigenous, neo-traditional, exponent, allegory,	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32		

Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>show a video of one of the class performances recorded a fortnight ago (the Dance Drama Composition) or a similar video clip.</p> <p>Recap of previous lesson using RCA technique.</p> <p>Draw learners attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Play the following video clips of indigenous musical forms briefly and discuss the genres involved with the class, namely:</p> <ul style="list-style-type: none"> <li>• recitative song forms (nnwomkrô, ebibindwom, etc.),</li> <li>• dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.),</li> <li>• vocal effects (yodeling, ululation, holler, nasalization).</li> </ul> <p>Review the definition of the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely;</p> <ul style="list-style-type: none"> <li>• Formalism</li> <li>• Referentializm</li> <li>• Absolutism</li> <li>• Expressionism</li> </ul> <p>Try and come down to the level of learners</p> <p>Discuss with learners, the basic elements of an indigenous and a neo-traditional group—origin, ethnic group, gender, age, instruments, song themes, dance movements, stylized dances, singing, drumming, costume, venue, etc.</p> <p>Put learners into small groups to compare and contrast two selected indigenous and neo-traditional genre types they researched.</p>	Pictures and Videos

	<p>Groups will organize the data collected and write up an aesthetic appreciation report.</p> <p>Ask groups to present the analysis (similarities and differences) in the indigenous and the neo-traditional group within the community to the class.</p> <p>Ask other groups to comment on the data presented. Sum up the lesson, and ask groups to go and do more extensive research on the indigenous and a neo-traditional group within the community for the future.</p> <p><u>Assessment</u></p> <p>(i) Ask learners to peer assess their colleagues.</p> <p>(ii) Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.</p> <p>(iii) Explain the form the final summative examinations will take</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk.</p> <p>Summarize core-points for learners' reflection.</p> <p><u>Homework</u></p> <p>Explain to students the form the final end of year summative examination will</p>	

**TERM THREE**  
**WEEKLY LESSON PLAN – B7**  
**WEEK 10**

<b>Week Ending:</b> 18 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Connections in Local and Global Cultures	
<b>Content Standard:</b> Visual Arts 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. 2.3.1.2. Identify visual artworks that reflect the history, culture, environment and topical issues in the community.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use visual artworks to solve topical issues in the community		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Chieftaincy, landmarks, artists and artworks, events, festivals, tourist sites		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Learners answer questions on how to generate ideas from visual artworks in the community.  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Learners appreciate and appraise the pre-independence and post-independence history, culture, environment and topical issues in the community reflected in the selected visual artworks. Example: What time or era? <ul style="list-style-type: none"> <li>• Is it the pre-independence era characterized by independence movements and struggles?</li> <li>• Is it the post-independence era marked by multi-party democracy?</li> </ul> Learners compare the nature of the selected artworks to determine their similarities and differences in terms of their functional, aesthetics, social and cultural values. Example: Type of media: <ul style="list-style-type: none"> <li>• pastel, oil, water, acrylic, clay, wood, metal, fabric, paper. Etc.</li> <li>• purposes of artworks:</li> <li>• social events, market scenes, landscapes, plants, animals, folklore, religious, political, etc.</li> </ul> Learners reflect on the effects of the history and culture of the topical issues in the selected visual artworks. Example: <ul style="list-style-type: none"> <li>• Does the work portray a topical issue of an era?</li> </ul>	pictures or video on the festivals, tourist sites (natural and man-made) chieftaincy etc.	

	<ul style="list-style-type: none"> <li>• Is the issue or message conveyed using the media, techniques and elements and principles of art?.</li> </ul> <p><u>Assessment</u> Learners research and document how the history, culture, environment and topical issues in the community is reflected in the selected visual artworks.</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Learners talk and make individual or collaborative presentations on information recorded.</p>	

<b>Week Ending:</b> 18 <sup>th</sup> NOV, 2022	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<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> B7. 2.2.3. Music 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. 2.3.2.4 Appreciate and appraise an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc.
<b>Performance Indicator:</b> Learners can appreciate and appraise an indigenous and a neo-traditional group within the community		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
<b>Key words</b>	Enquiry, research, interview, indigenous, neo-traditional, exponent, allegory,	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32		
<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 (the Dance Drama Composition) or a similar video clip.</p> <p>Recap of previous lesson using RCA technique.</p> <p>Draw learners attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Play the following video clips of indigenous musical forms briefly and discuss the genres involved with the class, namely:</p> <ul style="list-style-type: none"> <li>• recitative song forms (nnwomkrô, ebibindwom, etc.),</li> <li>• dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.),</li> <li>• vocal effects (yodeling, ululation, holler, nasalization).</li> </ul> <p>Review the definition of the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely;</p> <ul style="list-style-type: none"> <li>• Formalism</li> <li>• Referentializm</li> <li>• Absolutism</li> <li>• Expressionism</li> </ul> <p>Try and come down to the level of learners</p> <p>Discuss with learners, the basic elements of an indigenous and a neo-traditional group—origin, ethnic group, gender, age, instruments, song themes, dance movements, stylized dances, singing, drumming, costume, venue, etc.</p> <p>Put learners into small groups to compare and contrast two selected indigenous and neo-traditional genre types they researched.</p>	Pictures and Videos

	<p>Groups will organize the data collected and write up an aesthetic appreciation report.</p> <p>Ask groups to present the analysis (similarities and differences) in the indigenous and the neo-traditional group within the community to the class.</p> <p>Ask other groups to comment on the data presented. Sum up the lesson, and ask groups to go and do more extensive research on the indigenous and a neo-traditional group within the community for the future.</p> <p><u>Assessment</u></p> <p>(i) Ask learners to peer assess their colleagues.  (ii) Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.  (iii) Explain the form the final summative examinations will take</p>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk.  Summarize core-points for learners' reflection.</p> <p><u>Homework</u></p> <p>Explain to students the form the final end of year summative examination will</p>	

<b>Week Ending:</b> 18 <sup>th</sup> NOV, 2022		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<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> B7. 2.3.3. Dance and Drama 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. 2.3.3.6 Analyze works of other dance and drama artistes based on the history, culture, environment and topical issues in and around their communities.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can analyze works of other dance and drama artistes			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>		connections correlation local global analyze,		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Introduce lesson by singing a familiar song and dance. Build interest and confidence of learners based on theme of song.			
PHASE 2: <b>NEW LEARNING</b>	Show a video (dance or drama) of other places to learners.  Facilitate analysis or discussion of the video based on the history, culture, environment and topical issues in and around the community.  Summarise the main ideas for learners' reflection.  Write a group report on Aku Sika by Martin Owusu and/or The Palmwine Drinkard by Adinku for class presentation.  Assessment Let learners create own skits based on history, environment and social security (SSNIT Pension) issues, sanitation, energy conservation, etc. in the community for class discussion			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk. Summarize core-points for learners' reflection.			

**TERM THREE**  
**WEEKLY LESSON PLAN – B7**  
**WEEK 11**

<b>Week Ending:</b> 25 <sup>th</sup> NOV, 2022		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<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> B7. 2.2.3. Music 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. 2.3.2.4 Appreciate and appraise an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate and appraise an indigenous and a neo-traditional group within the community		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Enquiry, research, interview, indigenous, neo-traditional, exponent, allegory,		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32			
<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 (the Dance Drama Composition) or a similar video clip.</p> <p>Recap of previous lesson using RCA technique.</p> <p>Draw learners attention to the new lesson's content standard and indicator(s).</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Play the following video clips of indigenous musical forms briefly and discuss the genres involved with the class, namely:</p> <ul style="list-style-type: none"> <li>• recitative song forms (nnwomkrô, ebibindwom, etc.),</li> <li>• dance genre song forms (atsiagbekô, adowa, kete, baamaaya, etc.),</li> <li>• vocal effects (yodeling, ululation, holler, nasalization).</li> </ul> <p>Review the definition of the four (4) terms that describe aesthetic viewpoints in evaluating a musical work, namely;</p> <ul style="list-style-type: none"> <li>• Formalism</li> <li>• Referentializm</li> <li>• Absolutism</li> <li>• Expressionism</li> </ul> <p>Try and come down to the level of learners</p> <p>Discuss with learners, the basic elements of an indigenous and a neo-traditional group—origin, ethnic group, gender, age, instruments, song themes, dance movements, stylized dances, singing, drumming, costume, venue, etc.</p>	Pictures and Videos	

	<p>Put learners into small groups to compare and contrast two selected indigenous and neo-traditional genre types they researched.</p> <p>Groups will organize the data collected and write up an aesthetic appreciation report.</p> <p>Ask groups to present the analysis (similarities and differences) in the indigenous and the neo-traditional group within the community to the class.</p> <p>Ask other groups to comment on the data presented. Sum up the lesson, and ask groups to go and do more extensive research on the indigenous and a neo-traditional group within the community for the future.</p> <p><u>Assessment</u></p> <p>(i) Ask learners to peer assess their colleagues.</p> <p>(ii) Close the lesson by allowing learners to reflect, connect and apply the knowledge acquired.</p> <p>(iii) Explain the form the final summative examinations will take</p>	
<p>PHASE 3: <b>REFLECTION</b></p>	<p>Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk.</p> <p>Summarize core-points for learners' reflection.</p> <p><u>Homework</u></p> <p>Explain to students the form the final end of year summative examination will</p>	

<b>Week Ending:</b> 25 <sup>th</sup> NOV, 2022		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design	
<b>Duration:</b> 60MINS			<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> B7. 2.3.3. Dance and Drama 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. 2.3.3.6 Analyze works of other dance and drama artistes based on the history, culture, environment and topical issues in and around their communities.		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can analyze works of other dance and drama artistes			<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>		connections correlation local global analyze,		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 32				
Phase/Duration	Learners Activities			Resources
PHASE 1: <b>STARTER</b>	Introduce lesson by singing a familiar song and dance. Build interest and confidence of learners based on theme of song.			
PHASE 2: <b>NEW LEARNING</b>	Show a video (dance or drama) of other places to learners.  Facilitate analysis or discussion of the video based on the history, culture, environment and topical issues in and around the community.  Summarise the main ideas for learners' reflection.  Write a group report on Aku Sika by Martin Owusu and/or The Palmwine Drinkard by Adinku for class presentation.  Assessment Let learners create own skits based on history, environment and social security (SSNIT Pension) issues, sanitation, energy conservation, etc. in the community for class discussion			Pictures and Videos
PHASE 3: <b>REFLECTION</b>	Close the lesson by facilitating a discussion on posters designed by learners after the gallery-walk. Summarize core-points for learners' reflection.			