

LESSON PLANS FOR JUNIOR HIGH SCHOOLS

CREATIVE ARTS & DESIGN

BASIC
7

TERM
1

- Weekly forecast
- Detailed lesson plans



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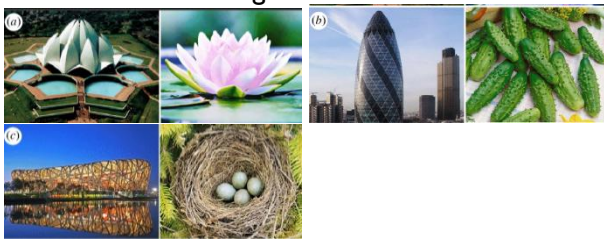
FIRST TERM CREATIVE ARTS & DESIGN LESSON NOTES – BASIC 7

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRAND	LESSON	INDICATORS	RESOURCES
1	Design	Design in Nature and the Manmade Environment	Lesson 1	B7 1.1.1.1	Pen, pencil paper/sketch pad
2	Design	Design in Nature and the Manmade Environment	Lesson 1	B7 1.1.1.1	Pen, pencil paper/sketch pad
3	Design	Design in Nature and the Manmade Environment	Lesson 1	B7 1.1.1.1	Pen, pencil paper/sketch pad
4	Visual Arts	Media and Techniques	Lesson 2	B7 2.1.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
5	Visual Arts	Creative and Aesthetic Expression	Lesson 4	B7.2.2.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
6	Visual Arts	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.2.3.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
7	Music	Media and Techniques	Lesson 2	B7 2.1.2.5	Melodic instrument
8	Music	Creative and Aesthetic Expression	Lesson 4	B7. 2.2.2.5.	Melodic instrument
9	Music	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.2.3.	Melodic instrument
10	Dance/Drama	Media and Techniques	Lesson 3	B7.2.1.3.9	Pictures/diagrams of body profiles and positions
11	Dance/Drama	Creative and Aesthetic Expression	Lesson 6	B7.2.2.3.7	Pictures/diagrams of body profiles and positions
12	Dance/Drama	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.2.3.	Pictures/diagrams of body profiles and positions




WEEK 1

Date:	Period:	Subject: Creative Arts & Design	
Duration: 60mins		Strand: Design	
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment	
Content Standard: B7 1.1.1 Demonstrate understanding of design as a concept in relation to the and principles of design and as a medium for creative expression of design in nature and the manmade environment		Indicator: 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	Lesson: 1 of 1
Performance Indicator: Learners can tell of the importance of design in arts		Core Competencies: CC9.1: CP5.1: CI5.5: DL6.1:	
Reference: Creative Arts Curriculum Pg. 2			
Keywords: Design, concept, medium, creative expression, nature, manmade environment			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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="text-align: center;">  </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.	
PHASE 3: REFLECTION	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	



WEEK 2

Date:	Period:	Subject: Creative Arts & Design	
Duration: 60mins		Strand: Design	
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment	
Content Standard: 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		Indicator: 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	Lesson: 1 of 1
Performance Indicator: Learners can tell of the importance of design in arts		Core Competencies: CC9.1: CP5.1: CI5.5: DL6.1:	
Reference: Creative Arts Curriculum Pg. 2			
Keywords: Design, concept, medium, creative expression, nature, manmade environment			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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; align-items: center;">  </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.	
PHASE 3: REFLECTION	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	



WEEK 3

Date:	Period:	Subject: Creative Arts & Design	
Duration:		Strand: Design	
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment	
Content Standard: B7 1.1.1 Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment		Indicator: B7 1.1.1.2. Research to identify and record what constitutes the 'elements of design' in nature and as building blocks for composition and creative expression of ideas	Lesson: 1 of 1
Performance Indicator: Learners can identify elements of design in nature		Core Competencies: CC9.1: CP5.1: CI5.5: DL6.1:	
Reference: Creative Arts Curriculum Pg. 2			
Keywords: manmade, Elements, design, dot, line, shape, texture, color, value, form, space, perspective			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>	<p>Photos, videos, art paper, colors and traditional art tools, other materials available in the community</p>	
PHASE 2: NEW LEARNING	<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>		
PHASE 3: REFLECTION	<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>		



WEEK 4

Date:	Period:	Subject: Creative Arts	
Duration: 60mins		Strand: Visual Arts	
Class: B7	Class Size:	Sub Strand: Media and Techniques	
Content Standard: 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		Indicator: 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	Lesson: 1 of 1
Performance Indicator: Learners can identify the uses of tools, materials and techniques needed for still-life drawing and shading.		Core Competencies: CC9.4.: CP5.2: CI5.1: DL5.3:	
Reference: Creative Arts Curriculum Pg. 12			
Keywords: Media, techniques, modelling, realia, equipment, still-life, pattern making			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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>	



PHASE 3: REFLECTION	Learners talk about the steps involved in cleaning-up, maintaining and storing of tools, materials and equipment. 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 5

Week Ending:	Period:	Subject: Creative Arts	
Duration: 60mins		Strand: Visual Arts	
Class: B7	Class Size:	Sub Strand: Creative and Aesthetic Expression	
Content Standard: Music B7. 2.2.2. Demonstrate the ability to use concept of the design process to create and display own creative musical works		Indicator: B7. 2.2.2.4. Create and produce own musical works that reflect the history and culture of the people of the community.	Lesson: 1 of 1
Performance Indicator: Learners can create and display own creative musical works		Core Competencies: CC9.4.: CP5.2: CI5.1: DL5.3:	
Reference: Creative Arts Curriculum Pg. 12			
Keywords: Rhythm, semibreve, minim, crotchet, quaver, semiquaver, rhythm,			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Learners sing “Da N’a Se, Da N’a Ase” song.</p> <p>Recap of RPK / previous lesson using RCA technique. Ask learners to fill in the first column of the KWL strategy table.</p> <p>Draw attention to the new lesson’s content standard and indicator(s).</p>		
PHASE 2: NEW LEARNING	<p>Discuss the instruments used to accompany marching into classes and also used during school worship. Ask learners to list as many as they have in the school.</p> <p>Revise the previous lesson on rhythm (durational values). Ask learners to clap excerpts given for their homework last week. Give out some of the percussive instruments and ask learners to play their rhythmic patterns on it.</p> <p>Group Work: Put learners into small groups to compose a short percussive music for any four (4) percussive instruments by writing down the rhythmic patterns that should be played on each one.</p> <p>Learners discuss and choose their instruments and write them on the worksheet provided. Compositions should be able to accompany any of these four songs in the resource section. Ask them to rehearse their compositions for class presentation in two (2) weeks.</p>	<p>bass drum snare drum pati (Tom) conga cymbals bells, maracass</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		



WEEK 6

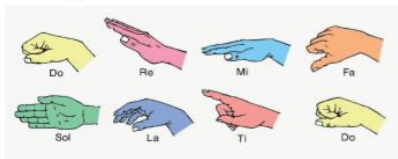

Date:	Period:	Subject: Creative Arts	
Duration:		Strand: Visual Arts	
Class: B7	Class Size:	Sub Strand: Connections in Local and Global Cultures	
Content Standard: Music B7. 2.2.3. Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues		Indicator: B7. 2.3.2.3. Identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues.	Lesson: 1 of 1
Performance Indicator: Learners can identify indigenous and art musicians in the community		Core Competencies: CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
Reference: Creative Arts Curriculum Pg. 20			
New words: Autobiography, biography, enquiry, research, interview, indigenous, neo-traditional, exponent			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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	



PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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WEEK 7

Date:	Period:	Subject: Creative Arts
Duration: 60mins		Strand: Music
Class: B7	Class Size:	Sub Strand: Media and Techniques
Content Standard: Music Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music		Indicator: B7 2.1.2.5 Sing in pitch the diatonic major scale.
Performance Indicator: Learners can sing in pitch the diatonic major scale.		Lesson: 1 of 1
Core Competencies: CC 7.2: CI 6.1: CP 5.6: CI 6.6:		
Reference: Creative Arts Curriculum Pg. 20		
Keywords: Scale, treble clef, octave, ascending, descending, solfege names, audiation		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Sing a familiar patriotic song and a song with solfege like “Kofi Atta.” Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	<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
PHASE 3: REFLECTION	<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 8

Week Ending:		Period:	Subject: Creative Arts
Duration: 60mins		Strand: Music	
Class: B7	Class Size:		Sub Strand: Creative and Aesthetic Expression
Content Standard: Music B7. 2.2.2. Demonstrate the ability to use concept of the design process to create and display own creative musical works		Indicator: B7. 2.2.2.4. Create and produce own musical works that reflect the history and culture of the people of the community.	Lesson: 1 of 1
Performance Indicator: Learners can create and display own creative musical works		Core Competencies: CC9.4.: CP5.2: CI5.1: DL5.3:	
Reference: Creative Arts Curriculum Pg. 12			
Keywords: Rhythm, semibreve, minim, crotchet, quaver, semiquaver, rhythm,			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Learners sing “Da N’a Se, Da N’a Ase” song.</p> <p>Recap of RPK / previous lesson using RCA technique. Ask learners to fill in the first column of the KWL strategy table.</p> <p>Draw attention to the new lesson’s content standard and indicator(s).</p>		
PHASE 2: NEW LEARNING	<p>Discuss the instruments used to accompany marching into classes and also used during school worship. Ask learners to list as many as they have in the school.</p> <p>Revise the previous lesson on rhythm (durational values). Ask learners to clap excerpts given for their homework last week. Give out some of the percussive instruments and ask learners to play their rhythmic patterns on it.</p> <p>Group Work: Put learners into small groups to compose a short percussive music for any four (4) percussive instruments by writing down the rhythmic patterns that should be played on each one.</p> <p>Learners discuss and choose their instruments and write them on the worksheet provided. Compositions should be able to accompany any of these four songs in the resource section. Ask them to rehearse their compositions for class presentation in two (2) weeks.</p>		<p>bass drum snare drum pati (Tom) conga cymbals bells, maracass</p>
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		



WEEK 9

Date:	Period:	Subject: Creative Arts	
Duration:		Strand: Music	
Class: B7	Class Size:	Sub Strand: Connections in Local and Global Cultures	
Content Standard: 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		Indicator: B7. 2.3.2.3. Identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues.	Lesson: 1 of 1
Performance Indicator: Learners can identify indigenous and art musicians in the community		Core Competencies: CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
Reference: Creative Arts Curriculum Pg. 20			
New words: Autobiography, biography, enquiry, research, interview, indigenous, neo-traditional, exponent			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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	



PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	
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WEEK 10

Date:		Period:	Subject: Creative Arts
Duration:		Strand: Dance/Drama	
Class: B7	Class Size:	Sub Strand: Media and Techniques	
Content Standard: Dance and Drama B7. 2.1.3. Demonstrate understanding and apply media, voice and movement techniques in dance and drama		Indicator: B7.2.1.3.8 Identify and demonstrate the various Ghanaian dance/body movements, positions and voice projection patterns	Lesson: 1 of 1
Performance Indicator: Learners can identify and demonstrate the various Ghanaian dance/body movements, positions and voice projection patterns		Core Competencies: CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
Reference: Creative Arts Curriculum Pg. 20			
Keywords: mimic, flexibility, performance, movement			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Guide learners to discuss previous experiences and misconceptions in dance and drama.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<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"> • Learners to observe different animal and human movements in the community for discussion in class. • Learners learn to imitate three different movements of animals and humans. • Take interest in and/or participate in community events. 	<p>The learners' bodies. Performance Space Pictures/diagrams of body profiles and positions</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		



WEEK 11

Date:		Period:	Subject: Creative Arts
Duration:		Strand: Dance/Drama	
Class: B7	Class Size:		Sub Strand: Media and Techniques
Content Standard: 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.		Indicator: 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.	Lesson: 1 of 1
Performance Indicator: Learners can use concepts of design process to produce and display own creative and expressive artworks		Core Competencies: CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
Reference: Creative Arts Curriculum Pg. 20			
Keywords: aesthetic, appreciation, community, culture			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		



WEEK 12

Date:	Period:	Subject: Creative Arts	
Duration:		Strand: Dance/ Drama	
Class: B7	Class Size:	Sub Strand: Connections in Local and Global Cultures	
Content Standard: 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.		Indicator: 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	Lesson: 1 of 1
Performance Indicator: Learners can appreciate the history of dance and drama artistes in the community.		Core Competencies: CP 5.1: CG5.3: CG5.1	
Reference: Creative Arts Curriculum Pg. 32			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<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>		
PHASE 2: NEW LEARNING	<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	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		

