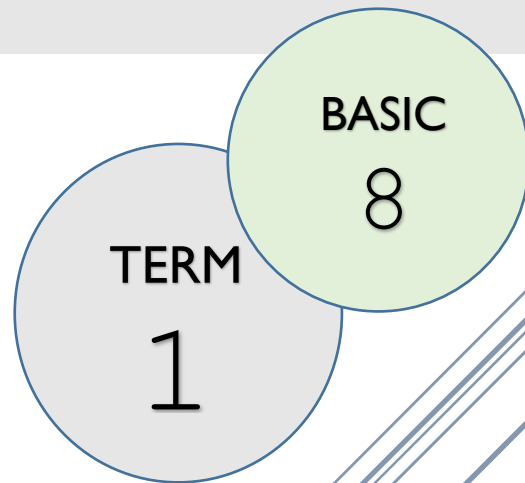


LESSON PLANS FOR JUNIOR HIGH SCHOOLS

CREATIVE ARTS AND DESIGN



- Weekly forecast
- Detailed lesson plans



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FIRST TERM CREATIVE ARTS AND DESIGN LESSON NOTES – BASIC 8

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRAND	LESSON	INDICATORS	RESOURCES
1	Design	Design in Nature and the Manmade Environment	Lesson 1	B8 1.1.1.1	Pen, pencil paper/sketch pad
2	Design	Design in Nature and the Manmade Environment	Lesson 1	B8 1.1.1.1	Pen, pencil paper/sketch pad
3	Design	Design in Nature and the Manmade Environment	Lesson 1	B8 1.1.1.1	Pen, pencil paper/sketch pad
4	Visual Arts	Media and Techniques	Lesson 3	B8. 2.1.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
5	Visual Arts	Creative and Aesthetic Expression	Lesson 4	B8. 2.1.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
6	Visual Arts	Connections In Local And Global Cultures	Lesson 5	B8.2.2.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
7	Music	Media and Techniques	Lesson 5	B8.2.3.2.3.	Melodic instrument
8	Music	Creative and Aesthetic Expression	Lesson 3	B8 1.2.1.3	Pen, pencil paper/sketch pad
9	Music	Connections In Local And Global Cultures	Lesson 5	B8. 2.3.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
10	Dance/Drama	Media and Techniques	Lesson 5	B8. 2.3.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
11	Dance/Drama	Creative and Aesthetic Expression	Lesson 5	B8.2.3.2.3.	Melodic instrument
12	Dance/Drama	Connections In Local And Global Cultures	Lesson 6	B8.2.3.3.6	Pictures/diagrams of body profiles and positions



FIRST TERM
WEEKLY LESSON PLAN – B8
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: B8 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: B8 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	Engage learners in question-and-answer session on what design means to them. Brainstorm to generate and define a shared meaning of design. 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).		
PHASE 2: NEW LEARNING	Engage learners in nature walk to observe and appreciate design in nature and the manmade environment in the local community. 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). Let learners collect and document samples of natural and manmade designs in the form of sketches, photographs, video/audio recording.  Learners are to organize samples to create “natural and manmade learning corner” for reflection, appreciation and discussion of design.	pen pencil paper/sketch pad	



	<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> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 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. 	
<p>PHASE 3: REFLECTION</p>	<p>Learners talk about how the natural and manmade environments serve as a resource for learning.</p> <p>Learners make suggestions on how the natural environment can be maintained and protected for future use</p>	



WEEK 2

Date:	Period:	Subject: Creative Arts & Design	
Duration:		Strand: Design	
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment	
Content Standard: B8 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		Indicator: B8 I.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	Lesson: 1 of 1
Performance Indicator: Learners can describe principles of design' and how they are used to organize the 'elements of design' into building blocks for visual design, composition and creative expression of ideas		Core Competencies: CC7.5: CP5.1: CI6.2: DL5.6:	
Reference: Creative Arts Curriculum Pg. 3			
Keywords: Emphasis, balance and alignment, contrast, repetition, proportion, movement			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners in the exploration principles of design and how they transition from Primary to JHS. Learners fill in the KWL strategies to identify where they are. Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Show pictures on principles of design. Learners brainstorm and reflect on the nature of principles of design that help in organizing elements of design. Learners identify and group a variety of elements under design. Describe the tools and materials by drawing and stating their uses. <u>Assessment</u> <ul style="list-style-type: none"> Learners take a walk in the community and identify principles of design found in their communities. Learners create a composition using principles of design 	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
PHASE 3: REFLECTION	Learners talk about the principles of design according to their nature and uses. Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		




WEEK 3

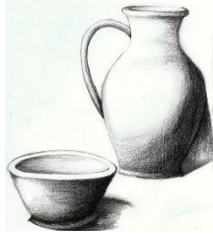
Date:	Period:	Subject: Creative Arts & Design	
Duration:		Strand: Design	
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment	
Content Standard: B8 1.1.1 Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment		Indicator: B8 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	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. Let learners fill in the KWL strategies to identify where they are in their learning of design Share performance indicators and introduce the lesson.		
PHASE 2: NEW LEARNING	Show a pictures/charts on sample tools and materials on elements of design. Learners brainstorm and reflect on the nature of the tools, materials and equipment for making elements of design. Learners identify and group tools and materials from a variety of sources under making elements of design. Describe the tools and materials by drawing and stating their uses. <u>Assessment</u> i. Learners take a walk in the community and identify the tools and materials used in making elements of design. ii. Name and draw the tools, materials and equipment for making elements of design	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
PHASE 3: REFLECTION	Learners talk about the tools and materials used according to their nature and uses Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		



WEEK 4

Week Ending:	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Visual Arts
Class: B8	Class Size:	Sub Strand: Media And Techniques
Content Standard: B8. 2.1.1.Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/ memory and imagination, print making and weaving		Indicator: B8. 2.1.1.1 Explore media and techniques in drawing from direct observation/ memory and imagination, print making and weaving to express own views in visual artworks to encourage recording and research skills.
Performance Indicator: Learners can draw from direct observation/ memory and imagination		Lesson: 1 of 1
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
Key words	Observation, memory , imagination	
Reference: Creative Arts And Design Curriculum P.g. 28		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration. Draw attention to the new lesson's content standard and indicator(s).	
PHASE 2: NEW LEARNING	Brainstorm learners to discuss the various types of drawing. Observation drawing and imagination drawing. Guide learners to state the difference between observation/memory and imagination. Model a direct observation/memory drawing for learners to observe.  Guide learners to identify, describe, classify and record the tools, materials and equipment for drawing from direct observation/memory and imagination, print making and weaving. Model an imaginative drawing as learners observe along	Pictures and Vidoes





Guide learners to test and classify the tools, materials, equipment according to their uses in drawing direct observation/memory and imagination, print making and weaving.

Assessment

Learners to make two each of observation/memory and imagination drawing.

**PHASE 3:
REFLECTION**

Ask learners to do the following by ways of reflecting on the lesson:

1. Tell the class what you learnt during the lesson.
2. Tell the class how you will use the knowledge they acquire during the lesson.
3. Which aspects of the lesson did you not understand?



WEEK 5

Week Ending:	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Visual Arts
Class: B8	Class Size:	Sub Strand: Creative & Aesthetic Expression
Content Standard: B8. 2.2.1. Demonstrate the ability to apply the concept of the design process to produce and display own creative and expressive art-forms that reflect a range of different times and cultures		Indicator: B8. 2.2.1.1 Design and produce your own artworks that reflect a range of different times and cultures
Performance Indicator: Learners can design and produce your own artworks		Lesson: 1 of 2
Performance Indicator: Learners can design and produce your own artworks		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Observation, memory , imagination	
Reference: Creative Arts And Design Curriculum P.g. 33		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).	
PHASE 2: NEW LEARNING	Task learners to research and record relevant information for planning and developing ideas to make visual artworks that reflect any of the following: history, culture, topical issues, natural and man-made environment. Example: Plan an artwork on SSNIT Pension Scheme services, Ghana's independence in 1957, galamsay, sanitation, etc. Apply recorded ideas, design process, appropriate tools, materials and techniques to create artworks that communicate views about topical issues. Example: Design an artwork on SSNIT Pension Scheme services, Ghana's independence in 1957, galamsay, sanitation, etc. Have learners to reflect on and explain whether the artwork in progress conveys the intended ideas and meaning for appropriate revision and use peer- and selfevaluation to review work. Examples of art specific language vocabulary: form, line, texture, colour, shape, technique, media.	Pictures and charts
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?	



WEEK 6

Week Ending:	DAY:	Subject: Creative Arts And Design	
Duration: 60MINS		Strand: Visual Arts	
Class: B8	Class Size:	Sub Strand: Connections In Local And Global Cultures	
Content Standard: B8. 2.3.1.Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues		Indicator: B8. 2.3.1.1. Identify and discuss visual artists whose work reflected the history, culture, environment and topical issues in the community	Lesson: 1 of 2
Performance Indicator: Learners can Identify and discuss visual artists in Ghana		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words			
Reference: Creative Arts And Design Curriculum P.g. 38			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).		
PHASE 2: NEW LEARNING	Conduct an enquiry and gather information on visual artists in the community whose work made impact on the history, culture, environment and topical issues. Examples: ethnic group, education, exhibition, museum, gallery. Classify and record information on visual artists in the community and their artworks according to their areas of specialization/discipline. Examples: ethnic group, education, exhibition, museum, gallery Select any visual artist in the community and make a presentation on their life, work and influence. Example; ethnic group, education, philosophy and competition/ exhibition, role model, achievement	Pictures and charts	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		



WEEK 7

Week Ending:		DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Music	
Class: B8	Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.1.2.: Demonstrate understanding and apply tempo, dynamics and simple forms in music		Indicator: B8 2.1.2.5 Tell how fast or slow music is heard and compare and contrast activities and events that are associated with fast or slow music	Lesson: 1 of 1
Performance Indicator: Learners can tell the differences between fast or slow music		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words	allegro, poco a poco, largo		
Reference: Creative Arts And Design Curriculum P.g. 31			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).		
PHASE 2: NEW LEARNING	Explain Italian terms used in describing the speed of music. Examples: allegro, poco a poco, largo, etc. Differentiate between fast and slow music in relation to moments on specific occasions. <u>Assessment</u> Define the following allegro, poco a poco, largo.	Pictures and Videos	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		



WEEK 8

Week Ending:		DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Music	
Class: B8	Class Size:		Sub Strand: Creative and Aesthetic Expression
Content Standard: B8. 2.2.2. Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect a range of different times and cultures		Indicator: B8. 2.2.2.4 Design and produce own musical genre that reflect the history and cultures, physical and social environment	
Performance Indicator: Learners can perform dance and/or drama on socio-cultural issues		Lesson: 1 of 1	
Performance Indicator: Learners can perform dance and/or drama on socio-cultural issues		Core Competencies: PL6.7: CI 5.1. CC 7.5	
Key words	Dance, performance, techniques, dynamics, design, culture		
Reference: Creative Arts And Design Curriculum Pg. 32			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).		
PHASE 2: NEW LEARNING	Have learners research and select own and indigenous musical genre outside your community that express personal experiences and interests, moods, visual images, concepts, texts, or storylines on example the SSNIT Pension Scheme services, etc. Learners in groups collaborate to create rehearsal plan for performing the chosen work in identifying and allocating time to the various aspects — singing, drumming, dancing, costume, venue, etc.		Pictures and Videos
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		dynamics



WEEK 9

Week Ending:	DAY:	Subject: Creative Arts And Design	
Duration: 60MINS		Strand: Music	
Class: B8	Class Size:	Sub Strand: Connections In Local And Global Cultures	
Content Standard: B8. 2.3.2. Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different times, cultures and topical issues		Indicator: B8. 2.3.2.4. Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues	Lesson: 2 of 2
Performance Indicator: Learners can distinguish different ways musical works of Ghanaian art composers		Core Competencies: PL6.7: CI 5.1. CC 7.5	
Key words	Dance, performance, techniques, dynamics, design, culture		
Reference: Creative Arts And Design Curriculum Pg. 39			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).		
PHASE 2: NEW LEARNING	Compare Ephraim Amu and J. H. K. Nketia	Pictures and Videos	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		



WEEK 10

Week Ending:		DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Dance & Drama	
Class: B8	Class Size:	Sub Strand: Media And Techniques	
Content Standard: B8. 2.1.3. Demonstrate understanding of Ghanaian dance forms		Indicator: B8.2.1.3.8 Identify various Ghanaian Dance types and their context of performance	Lesson: 1 of 1
Performance Indicator: Learners can Identify various Ghanaian Dance types and their context of performance		Core Competencies: PL5.6: CI 5.5. CC 7.5	
Key words	Dance, performance		
Reference: Creative Arts And Design Curriculum P.g. 32			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).		
PHASE 2: NEW LEARNING	Brainstorm learners to mention some Ghanaian dance and the people that performs it. Guide learners to identify the dance types and categories. (religious, war and sociocultural) Have learners compare and contrast the types and categories. Explore the context of performance.	Pictures and Videos	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		



WEEK 11

Week Ending:		DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Dance and Drama	
Class: B8	Class Size:		Sub Strand: Creative and Aesthetic Expression
Content Standard: B8.2.2.3.Demonstrate how to apply the concept of design process (Idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures		Indicator: B8.2.2.3.8 Plan and display own and others' dance and drama pieces that reflect a range of different times and cultures	Lesson: 1 of 1
Performance Indicator: Learners can plan and display own and others' dance and drama pieces		Core Competencies: PL6.7: CI 5.1. CC 7.5	
Key words	Dance, performance, techniques, dynamics, design, culture		
Reference: Creative Arts And Design Curriculum Pg. 32			
Phase/Duration	Learners Activities		Resources
PHASE 1: STARTER	<p>Recap of previous lesson using RCA technique.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
PHASE 2: NEW LEARNING	<p>Revise with learners some traditional dances they have learnt. Example: bamaya, Agbaza, Adowa, kete, etc.</p> <p>Learners to discuss the significance of these dances and how that reflects the history, cultures, environment and heritage of a people.</p> <p>Describe how to plan a dance or drama production that reflects the history, cultures, environment and heritage of a people.</p> <p>Choose and prepare a venue to showcase the performance.</p> <p>Rehearse and perform the planned dance piece or drama skit</p>		Pictures and Videos
PHASE 3: REFLECTION	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? 		



WEEK 12

Week Ending:	DAY:	Subject: Creative Arts And Design	
Duration: 60MINS		Strand: Dance and Drama	
Class: B8	Class Size:	Sub Strand: Connections In Local And Global Cultures	
Content Standard: B8. 2.3.1. Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues		Indicator: B8. 2.3.1.1. Identify and discuss visual artists whose work reflected the history, culture, environment and topical issues in the community	Lesson: 1 of 2
Performance Indicator: Learners can Identify and discuss visual artists in Ghana		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
Key words			
Reference: Creative Arts And Design Curriculum P.g. 38			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap of previous lesson using RCA technique. Draw learner's attention to the new lesson's content standard and indicator(s).		
PHASE 2: NEW LEARNING	Conduct an enquiry and gather information on visual artists in the community whose work made impact on the history, culture, environment and topical issues. Examples: ethnic group, education, exhibition, museum, gallery. Classify and record information on visual artists in the community and their artworks according to their areas of specialization/discipline. Examples: ethnic group, education, exhibition, museum, gallery Select any visual artist in the community and make a presentation on their life, work and influence. Example; ethnic group, education, philosophy and competition/ exhibition, role model, achievement	Pictures and charts	
PHASE 3: REFLECTION	Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand?		

