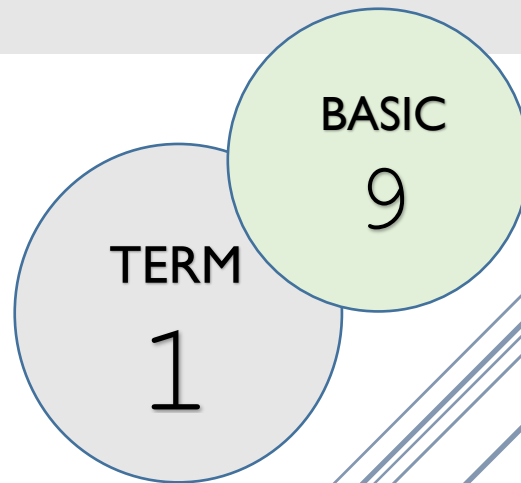


# LESSON PLANS FOR JUNIOR HIGH SCHOOLS

## CREATIVE ARTS AND DESIGN



- Weekly forecast
- Detailed lesson plans



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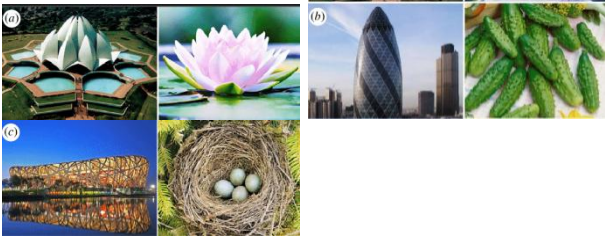
# FIRST TERM CREATIVE ARTS AND DESIGN LESSON NOTES – BASIC 9

## SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRAND	LESSON	INDICATORS	RESOURCES
1	Design	Design in Nature and the Manmade Environment	Lesson 1	B9.1.2.1.1	Pen, pencil paper/sketch pad
2	Design	Design in Nature and the Manmade Environment	Lesson 1	B9.2.1.1.1	Pen, pencil paper/sketch pad
3	Design	Drawing, Shading, Colouring and Modelling for Design	Lesson 1	B9.2.1.2.5	Pen, pencil paper/sketch pad
4	Design	Drawing, Shading, Colouring and Modelling for Design	Lesson 1	B9.1.2.1.1	Pen, pencil paper/sketch pad
5	Design	Creativity, Innovation and the Design Process	Lesson 1	B9.2.1.1.1	Pen, pencil paper/sketch pad
6	Design	Creativity, Innovation and the Design Process	Lesson 1	B9.2.1.3.8	Pen, pencil paper/sketch pad
7	Creative Arts	Media and Techniques	Lesson 2	B9.2.1.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
8	Creative Arts	Media and Techniques	Lesson 2	B9.2.1.2.5	Pencils, paper, scissors, brushes, crayon, color, measuring tools
9	Creative Arts	Creative and Aesthetic Expression	Lesson 2	B9.2.1.3.9	Pencils, paper, scissors, brushes, crayon, color, measuring tools
10	Creative Arts	Creative and Aesthetic Expression	Lesson 2	B9.2.1.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
11	Creative Arts	Connections in Local and Global Cultures	Lesson 2	B9.2.2.3.7	Pencils, paper, scissors, brushes, crayon, color, measuring tools
12	Creative Arts	Connections in Local and Global Cultures	Lesson 2	B9.1.2.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools



**FIRST TERM**  
**WEEKLY LESSON PLAN – B9**  
**WEEK 1**

<b>Date:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts & Design	
<b>Duration:</b> 60mins		<b>Strand:</b> Design	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Design in Nature and the Manmade Environment	
<b>Content Standard:</b> B9 I.1.1 Demonstrate understanding of design as a concept in relation to the and principles of design and as a medium for creative expression of design in nature and the manmade environment		<b>Indicator:</b> B9 I.1.1.1 Demonstrate understanding of design as a concept and its importance and role as a medium for creative expression of design in nature and the manmade environment	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can tell of the importance of design in arts		<b>Core Competencies:</b> CC9.1: CP5.1: CI5.5: DL6.1:	
<b>Reference:</b> Creative Arts Curriculum Pg. 2			
<b>Keywords:</b> Design, concept, medium, creative expression, nature, manmade environment			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	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.		
<b>PHASE 2: NEW LEARNING</b>	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"> <li>1. Learners to observe their surroundings to identify and record other items that have pattern and illustrate design.</li> <li>2. Learners to research and write a report on the role of design in society.</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></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

<b>Week Ending:</b>	<b>Period:</b>	<b>Subject:</b> Creative Arts & Design	
<b>Duration:</b>		<b>Strand:</b> Design	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Design in Nature and the Manmade Environment	
<b>Content Standard:</b> B9 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> B9 1.1.1.2. Research to identify and record what constitutes the 'elements of design' in nature and as building blocks for composition and creative expression of ideas	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify elements of design in nature		<b>Core Competencies:</b> CC9.1: CP5.1: CI5.5: DL6.1:	
<b>Reference:</b> Creative Arts Curriculum Pg. 2			
<b>Keywords:</b> manmade, Elements, design, dot, line, shape, texture, color, value, form, space, perspective			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	Learners describe the elements of design found in the natural environment  Share performance indicators and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Brainstorm and experiment with tools and materials and watching video on natural environment  Discuss how to apply the tools, materials and equipment in making elements of design from nature (e.g. Eye as Dot, Tail as Line, etc.).  Apply knowledge and skills acquired in making elements of design from nature.  <u>Assessment</u> Learners practice using different tools to create various techniques in making elements of design. Learners explore their immediate environment to identify elements of design from both man-made and natural settings.		Pencils, paper, charcoal, pencil, Pastel, crayon, scissors, brushes
<b>PHASE 3: REFLECTION</b>	Learners talk about the tools and materials used according to their nature and uses  Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.		



WEEK 3

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Design	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring	
<b>Content Standard:</b> B9 1.2.1. Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B9 1.2.1.1 Explore available manual and digital tools, materials and techniques for drawing, shading and coloring to create designs from lines, simple shapes and forms.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can exhibit own freehand and outline drawings		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>			
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Welcome learners back from the Christmas holidays. Ask them how they spent their vacation holidays.</p> <p>Share performance indicators and introduce the lesson</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Begin the lesson by showing learners examples of freehand and outline drawings.</p> <p>Explain that freehand drawings are created without the use of any tools or measurements, while outline drawings focus on capturing the basic shapes and lines of an object or scene.</p> <p>Guide learners in identifying and discussing different basic shapes and lines, such as circles, squares, triangles, curved lines, straight lines, etc.</p> <p>Show visual references of simple objects or scenes and ask them to identify the basic shapes and lines within them.</p> <p>Instruct students to choose a visual reference or come up with their own idea for a freehand drawing. Encourage them to use their pencils to draw directly on the paper without using any tools or measurements.</p> <p>Remind students to focus on capturing the essence of the subject rather than striving for perfect accuracy.</p> <p>Show them examples of outline drawings and point out how the focus is on drawing the outer lines and shapes of an object or scene.</p> <p>Explain that outline drawings can be used as a basis for adding more details or color later on.</p>		T-square, set square, protractor, paper



	<p>With reference to their previously created freehand drawing, encourage them to use light pencil strokes to create an outline of the subject, focusing on capturing the basic shapes and lines.</p> <p>Engage learners to exhibit own freehand and outline drawings and color work to share design ideas based on lines, shapes and forms for appreciation, appraising and feedback.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	



WEEK 4

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Design	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring	
<b>Content Standard:</b> B9 1.2.1. Demonstrate understanding and use of drawing, shading, coloring and modelling media and techniques for creative expression of design ideas.		<b>Indicator:</b> B9 1.2.1.2 Demonstrate skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring to create designs from lines, simple shapes and forms	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can exhibit own skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and coloring		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Portfolios, critique, feedback		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 24			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Begin the lesson by explaining the purpose of the activity: to showcase learners' drawings, shading, and coloring skills, and to provide a platform for appreciation, appraising, and feedback.</p> <p>Emphasize the importance of constructive criticism and supportive feedback in the creative process.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Ask learners to set up their portfolios on display boards or tables in the classroom.</p> <p>Encourage learners to arrange their drawings and colored works in an organized and visually appealing manner.</p> <p>Allow learners time to explore and appreciate their peers' portfolios, taking note of particular pieces that catch their attention.</p> <p>Divide the class into small groups, ensuring a mix of learners with different artistic styles and preferences.</p> <p>Ask each group to visit different portfolios and discuss the artworks they find appealing or interesting.</p> <p>Encourage learners to provide positive feedback on the artistic techniques used, the choice of subjects, the level of detail, and the overall aesthetic appeal of the artworks.</p> <p>Ask learners to record their appreciation and appraisal comments on art critique sheets or feedback forms.</p> <p>After the appreciation and appraisal session, gather the learners back together as a whole class.</p>	<p>Learners' portfolios containing their drawings and colored works.</p> <p>Display boards or tables to showcase the portfolios</p> <p>Art critique sheets or feedback forms</p>	



	<p>Explain the importance of constructive feedback and how it can help artists improve their skills and creative process.</p> <p>Instruct learners to exchange their art critique sheets or feedback forms with another student's portfolio.</p> <p>Encourage learners to provide constructive feedback by focusing on areas where improvement or experimentation could be considered.</p> <p>Remind learners to use kind and respectful language when providing feedback.</p>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	



WEEK 5

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Design	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation & The Design Process	
<b>Content Standard:</b> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society		<b>Indicator:</b> B9 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can describe the differences between creativity and innovation		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Creativity, Innovation, Design, Solution		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 44			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Display images or short video clips of two scenarios: a person brainstorming with sketches and notes (representing creativity) and another of someone improving or optimizing a product or process (representing innovation).</p> <p>Ask learners to discuss in pairs or small groups what they observe and hypothesize about the differences between the two scenes.</p> <p>Share performance indicators and introduce the lesson</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Divide learners into pairs or small groups.</p> <p>Assign each group to use textbooks, online resources, or other available materials to research and define 'creativity' and 'innovation'.</p> <p>After research, each group will discuss their findings and prepare a brief presentation to share with the class, highlighting the key differences between creativity and innovation.</p> <p>Facilitate a class discussion about how creativity and innovation work together in developing solutions for societal problems.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>How would you define creativity in your own words?</li> <li>What is the primary difference between creativity and innovation?</li> <li>Can you provide an example of a situation where innovation improved a creative idea?</li> <li>Why are both creativity and innovation important when addressing societal problems?</li> </ol>	Pictures and charts	



<b>PHASE 3: REFLECTION</b>	Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.  Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.	
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WEEK 6

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Design	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creativity, Innovation And The Design Process	
<b>Content Standard:</b> B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society		<b>Indicator:</b> B9 1.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize the importance of the design process in fostering creativity and innovation and apply knowledge of the design process in creative problem solving.		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	Design Process, Creativity, Innovation, Problem Solving		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 44			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Display a variety of everyday items (e.g., a chair, a cup, a pencil). Ask learners: "How do you think these items were created? What steps did the designers take to come up with these final products?"</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Research and record the concept, importance, and application of the design process in creative problem solving.</p> <p>Divide learners into groups and assign each group a specific topic: the concept of the design process, its importance, or its application in problem solving.</p> <p>Using available resources (books, internet, etc.), learners should research and make notes on their topic.</p> <p>Each group will prepare a brief presentation or a poster summarizing their findings.</p> <p>Reflect on and discuss the findings. Groups present their findings to the class.</p> <p>Open the floor for questions and discussion, after each presentation. Encourage learners to reflect on the information presented and how it relates to the objects shown at the start of the lesson.</p>	Pictures and Videos	



	<p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. What is the design process, and why is it important in creating products?</li> <li>2. How does the design process foster creativity?</li> <li>3. Why is the design process crucial for innovation?</li> <li>4. Give an example of a problem that can be solved using the design process.</li> </ol>	
<p>PHASE 3: <b>REFLECTION</b></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 7

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding		<b>Indicator:</b> B9. 2.1.1.1 Explore and identify media and techniques used to create visual artworks by casting, assemblage and folding	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can explore and identify media and techniques used to create visual artworks		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Casting, Assemblage, Folding, Realia		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 46			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Display a piece of artwork that combines casting, assemblage, and folding.</p> <p>Ask learners to guess or identify the techniques used in the artwork.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Divide learners into small groups.</p> <p>Provide each group with a set of illustrations, pictures, and realia showcasing different tools, materials, and equipment.</p> <p>Ask learners to identify and record information on these tools and materials, focusing on their potential use in casting, assemblage, or folding.</p> <p>Allow each group to discuss and share their findings with the class.</p> <p>Using the tools and materials from Activity 1, learners are to test each one, classifying them under casting, assemblage, or folding based on their findings.</p> <p>Discuss the reasons for their classifications in their groups.</p> <p>Ask each group to display their classified tools and materials on a table or designated area, creating three zones: Casting, Assemblage, and Folding.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>Which technique involves pouring liquid material into a mold?</li> <li>How would you differentiate between assemblage and folding based on the tools and materials used?</li> </ol>	Pictures and Videos	



	<ol style="list-style-type: none"><li>3. Why is it important to classify tools and materials when planning an artwork?</li><li>4. Can one tool be used for both casting and assemblage? Give an example.</li></ol>	
<b>PHASE 3: REFLECTION</b>	Summarize the key findings from the activities and discussion. Encourage learners to think about how they might use these techniques in their own artwork in the future.	



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Creative Arts
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding		<b>Indicator:</b> B9. 2.1.1.2 Experiment by using techniques in casting to create visual artworks
<b>Performance Indicator:</b> Learners can experiment by using techniques in casting to create visual artworks		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication		
<b>Key words</b>	Casting, Filled-in, hump, hollow	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin by showcasing a few artworks created using different casting techniques. Ask learners: "What differences can you spot in these artworks?"</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Engage learners to discuss each casting technique: filled-in, hump, and hollow.</p> <p><u>1. Filled-in Casting:</u> The mold is entirely filled with material, producing a solid piece. - Example: Pouring melted metal into a mold to create a solid metal figurine.</p> <p><u>2. Hump Casting:</u> Material is draped over an external mold shape. - Example: Draping clay over a dome-shaped mold to create a bowl.</p> <p><u>3. Hollow Casting:</u> Material forms a shell on the mold's inner surface, resulting in a hollow piece. - Example: Pouring liquid latex into a face-shaped mold and pouring out the excess to create a hollow mask.</p> <p>Show examples of each technique and demonstrate a basic version of each method using easily available materials like plaster.</p>  <p>Distribute materials to learners and ask them to design their own artworks. Encourage sketches or rough drafts before they begin casting.</p>	Pictures and Videos

	<p>Learners should choose their preferred casting technique and start creating their artworks.</p> <p>Allow learners to display their finished pieces in a designated area. Encourage them to walk around, observe others' works, and think of constructive feedback for their peers.</p> <p>Display cast artworks for appreciation, reflection and review using peer- and self-evaluation for feedback. Examples of art specific language vocabulary: form, casting, hump and hollow.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Can you explain the difference between the filled-in and hollow casting techniques?</li> <li>2. Which casting method might be best for creating a bowl? Why?</li> <li>3. How does the hump casting technique differ in appearance from the hollow method?</li> <li>4. Why is it important to choose the appropriate casting technique for a specific design or artwork?</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Summarize the day's activities, emphasizing the value of different artistic techniques, the importance of feedback in the creative process, and the necessity of maintaining a safe and organized workspace.</p>	



WEEK 8

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Creative Arts	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques	
<b>Content Standard:</b> B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding		<b>Indicator:</b> B9 2.1.1.3 Apply artistic techniques in folding by using available media to make creative artworks.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can recognize artists known for using folding techniques in their artworks and apply these folding techniques to create their own creative artworks		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	Creasing, Pleating, Knotting, Origami		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Display various folded artworks, ranging from simple origami pieces to intricate pleated fabric designs.</p> <p>Ask learners: "What similarities do you see in these artworks? How do you think they were created?"</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Identify the techniques in folding such as creasing, pleating, knotting. Demonstrate each technique using paper or fabric, emphasizing the differences between them.</p> <p>Provide learners with materials and guide them in practicing each technique, ensuring they get hands-on experience.</p> <p>Guide learners to research artists who use folding techniques in their artwork.</p> <p>Divide learners into small groups and assign each group a specific artist or art style that uses folding techniques (e.g., origami masters, fabric designers, etc.).</p> <p>Using available resources (books, internet, etc.), learners should research their assigned topic and prepare a brief presentation about the artist and their works.</p> <p>Each group will present their findings to the class, showcasing the artist's work and the folding techniques they utilize.</p> <p>Apply learned folding techniques to create individual artworks.</p>	Pictures and Videos	



	<p>Provide learners with various materials (paper, fabric, etc.) and encourage them to use their creativity to make an original artwork using the folding techniques they've learned.</p> <p>Display the artworks around the classroom and allow learners to appreciate each other's creations.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Name the three folding techniques discussed in class.</li> <li>2. Which folding technique involves intricate bends without actually joining two ends?</li> <li>3. Can you name an artist or art style known for utilizing folding techniques?</li> <li>4. How can the pleating technique be used in both paper and fabric art?</li> </ol>	
<p><b>PHASE 3: REFLECTION</b></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 9

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Creative Arts
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression
<b>Content Standard:</b> B9. 2.2.1.Exhibit art works produced from competences and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures		<b>Indicator:</b> B9. 2.2.1.1 Design and produce own visual artworks that reflect a range of different times, cultures and topical issues
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can appreciate the elements of design present in artworks from different times and cultures.		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>	Composition, Elements of Design, Media, Techniques	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Display an artwork from a well-known artist from a different time or culture (e.g., a piece by Frida Kahlo or an ancient Egyptian mural).</p> <p>Ask learners to identify and list elements they observe in the artwork.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Learners select an artist or artwork from a different time or culture of their choice.</p> <p>Using various resources (books, internet, etc.), they research and document the elements of design used in the artworks such as color, media, techniques, composition, and content.</p> <p>In groups, learners discuss the artist or artwork they selected, sharing their findings with their peers.</p> <p>Each student prepares a short visual presentation showcasing the artwork, highlighting the elements of design they've researched.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Which artist or artwork did you select and why?</li> <li>• Describe two key elements of design you noticed in the artwork.</li> <li>• How does the culture or time period influence the techniques and media used in the artwork?</li> <li>• What was the most surprising thing you learned about your selected artwork or artist?</li> </ul>	Pictures and Videos



<b>PHASE 3: REFLECTION</b>	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?	
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<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Creative Arts
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression
<b>Content Standard:</b> B9. 2.2.1.Exhibit art works produced from competences and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures		<b>Indicator:</b> B9. 2.2.1.1 Design and produce own visual artworks that reflect a range of different times, cultures and topical issues
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can apply the understanding of design elements from researched artworks in creating a personal artwork.		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication
<b>Key words</b>	Inspiration, Art-specific Language, Personal Artwork, Peer Evaluation	
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Show a modern artwork that is clearly inspired by past cultures or time periods (e.g., a contemporary artwork using Renaissance techniques).</p> <p>Discuss how artists can draw inspiration from the past.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Using their research from Lesson Plan 1, learners will plan and start creating their own artwork, incorporating elements of design inspired by their selected artist or artwork.</p> <p>Once they've made progress, learners will pair up or form small groups to review each other's work.</p> <p>Using art-specific language vocabulary such as form, line, texture, color, shape, unity, balance, etc., they provide feedback to their peers.</p> <p>Learners will use the peer feedback and their personal reflections to further refine their artwork. They'll document their design process and choices.</p> <p>Learners display their finished artworks in the classroom, accompanied by a brief description highlighting the inspiration and the design elements they incorporated.</p> <p><u>Assessment</u></p> <p>1. How did your selected artwork or artist inspire your personal artwork?</p>	Pictures and Videos



	<ol style="list-style-type: none"> <li>2. Which two art-specific vocabulary words best describe your artwork and why?</li> <li>3. How did you decide on the composition and media for your artwork?</li> </ol>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	



WEEK 10

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Creative Arts	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B9. 2.2.1 Exhibit art works produced from competencies and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures		<b>Indicator:</b> B9. 2.2.1.3 Organise an appreciation and appraisal of artworks produced using inspiration and ideas from different times, cultures and other relevant topical issues.	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can collaborate on planning and organizing a class exhibition of their artwork.		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3	
<b>Key words</b>	Exhibition, Collaboration, Self-evaluation, Peer-review		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 53			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Briefly discuss the previous lesson on analyzing artwork. Highlight the importance of appreciating and understanding art.</p> <p>Explain that today's lesson will focus on planning and organizing a class exhibition to showcase their own artwork.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Divide learners into small groups. Using a large sheet of paper or the whiteboard, brainstorm ideas for the class exhibition.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> <li>• <b>Theme:</b> Is there a specific theme that ties the artwork together?</li> <li>• <b>Presentation:</b> How will the artwork be displayed (on walls, tables, etc.)?</li> <li>• <b>Labels:</b> What information should be included with each artwork (artist name, title, materials)?</li> <li>• <b>Overall Ambiance:</b> How can the exhibition space be decorated to create an inviting atmosphere?</li> </ul> <p>Have each group present their brainstorming ideas to the class. Through class discussion, decide on a cohesive plan for the exhibition.</p> <p>Learners will prepare their artwork for display based on the chosen presentation method.</p> <p>Distribute the worksheet with prompts for self-evaluation:</p> <ul style="list-style-type: none"> <li>• Describe your artwork and the message you want to convey.</li> <li>• Identify the elements and principles of art used in your artwork.</li> <li>• What are the strengths and weaknesses of your artwork (consider composition, materials, etc.)?</li> </ul>		Learners' artwork created in the previous lesson



	<p>Once artwork is prepared, organize a classroom walkabout for peer-review.</p> <p>Learners will use sticky notes to provide constructive feedback to their classmates' artwork based on the self-evaluation worksheet prompts.</p> <p><u>Assessment</u></p> <p>Briefly describe your artwork and the message you want to convey.</p> <p>Identify the elements and principles of art used in your artwork (line, shape, color, texture, form, balance, contrast, etc.)</p> <p>What are the strengths and weaknesses of your artwork?</p>	
<p><b>PHASE 3: REFLECTION</b></p>	<p>Summarize the key findings from the activities and discussion.</p> <p>Encourage learners to think about how they might use these techniques in their own artwork in the future.</p>	



WEEK 11

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Creative Arts	
<b>Class:</b> B9	<b>Class Size:</b>	<b>Sub Strand:</b> Connections In Local And Global Cultures	
<b>Content Standard:</b> B9. 2.2.1. Demonstrate the skill to correlate and generate ideas from creative artworks of African artists that reflect a range of different times, cultures and topical issues		<b>Indicator:</b> B9. 2.3.1.1. Identify, discuss, and analyze creative artworks of African visual artists that reflect their background, influence and way of solving continental issues	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify, discuss, and analyze creative artworks of African visual artists		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	African visual artists, Background, Influences, Continental issues		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 47			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Begin with a slideshow or display of artworks from prominent African visual artists.</p> <p>Ask learners to share their initial reactions and thoughts about the artworks. Encourage them to notice patterns, themes, and styles.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Showcase artworks from various African visual artists, representing different disciplines (painting, sculpture, photography, etc.).</p> <p>Facilitate a guided discussion on the elements, styles, and themes present in the artworks.</p> <p>Assign learners to scout for information on prominent African visual artists. <i>Example: Tribe, Education, Philosophy and Competition/ Exhibition, Achievements etc. (Ablade Glover, Dorothy Amenuke, Saka Aquaye, etc</i></p> <p>Have them gather details about the artists' background, influences, and the themes addressed in their artworks.</p> <p>In small groups, have learners classify the gathered information based on disciplines (painting, sculpture, etc.).</p> <p>Facilitate group discussions on commonalities and differences among the artists.</p>		Slideshow or display of artworks



	<p>Discuss how African visual artists use their work to address continental issues such as identity, social justice, environmental concerns, etc.</p> <p>Encourage critical analysis of specific artworks in relation to the identified issues.</p> <p>Allow learners to choose one African visual artist from the list and explore their artworks in more detail.</p> <p>Have each student present their chosen artist and artwork to the class, explaining the artist's background and influences.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	



WEEK 12

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Creative Arts	
<b>Class:</b> B9	<b>Class Size:</b>		<b>Sub Strand:</b> Connections In Local And Global Cultures
<b>Content Standard:</b> B9. 2.3.2: Demonstrate the skill to correlate African music that reflect the history, culture and topical issues		<b>Indicator:</b> B9. 2.3.2.3. Distinguish different ways musical works of African art composers reflect the history, culture, environment and topical issues	
<b>Performance Indicator:</b> Learners can appreciate and appraise of one's own and others' dance and drama artworks			<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b>		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Key words</b>	Musical Reflections, African Art Composers, Topical Issues, Transcription		
<b>Reference:</b> Creative Arts And Design Curriculum Pg. 56			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE I: STARTER</b>	<p>Begin with a brief listening session featuring excerpts from musical works by Akin Euba and J. H. K. Nketia.</p> <p>Ask learners to share their initial impressions and any observations about the music.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>		
	<p>Provide background information on Akin Euba and J. H. K. Nketia, emphasizing their contributions to African music and their distinct styles.</p> <p>Play selected musical pieces by both composers, ensuring a diverse range that reflects their individual styles and themes.</p> <p>Encourage learners to jot down their initial thoughts and feelings about each composition.</p> <p>Facilitate a class discussion on the observations made during the listening session.</p> <p>Explore how elements of history, culture, and environment are reflected in the musical works of Akin Euba and J. H. K. Nketia.</p> <p>Guide learners in a comparative analysis of the two composers. Discuss similarities and differences in their approaches to musical expression and the themes they address.</p> <p>Introduce a popular song by an African composer that addresses an emerging topical issue (e.g., social justice, environmental concerns).</p>		<p>Music box, pictures and charts, Musical excerpts by Akin Euba and J. H. K. Nketia</p>



	<p>In small groups, learners transcribe a segment of the chosen song, paying attention to musical elements such as rhythm, melody, and harmony.</p> <p>Each group presents their transcriptions, highlighting the musical elements that contribute to the expression of the song's message.</p> <p>Encourage discussion on how musical compositions can effectively convey social or topical issues.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b></p>	<p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>	

