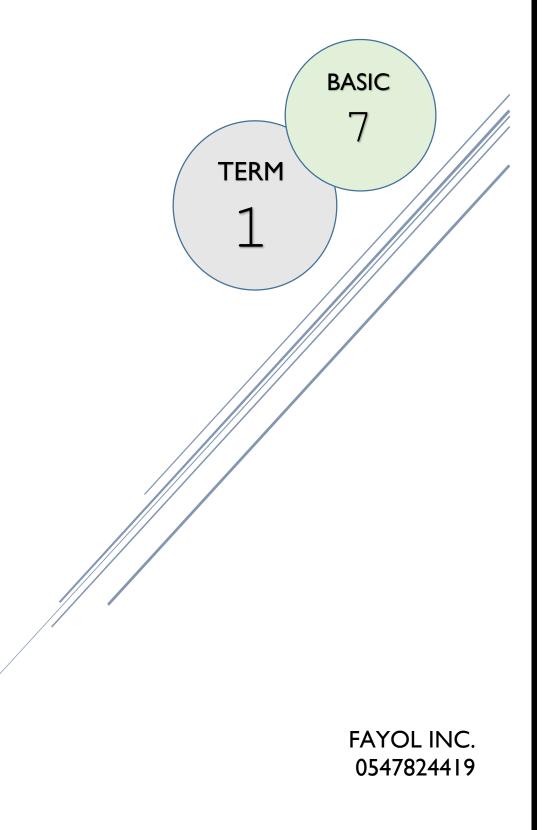
# LESSON PLANS FOR JUNIOR HIGH SCHOOLS

**CREATIVE ARTS & DESIGN** 



#### FIRST TERM SCHEME OF LEARNING

WEEKS	STRAND	SUB STRAND	LESSON	INDICATORS	RESOURCES
I	Design	Design in Nature and the Manmade Environment	Lesson I	B7 I.I.I.I	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson I	B7 2.1.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Media and Techniques	Lesson I	B7 2.1.2.5	Melodic instrument
2	Design	Design in Nature and the Manmade Environment	Lesson I	B7 I.I.I.I	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson I	B7 2.1.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Media and Techniques	Lesson I	B7.2.1.3.8	Pictures/diagrams of body profiles and positions
3	Visual Arts	Media and Techniques	Lesson 2	B7 2.1.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Media and Techniques	Lesson 2	B7 2.1.2.5	Melodic instrument
4	Visual Arts	Media and Techniques	Lesson 2	B7 2.1.1.2	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Media and Techniques	Lesson I	B7.2.1.3.8	Pictures/diagrams of body profiles and positions
5	Design	Design in Nature and the Manmade Environment	Lesson 2	B7 I.I.I.I	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 3	B7 2.1.1.3	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Creative and Aesthetic Expression	Lesson 3	B7. 2.2.2.4.	Melodic instrument
6	Design	Design in Nature and the Manmade Environment	Lesson 2	B7 I.I.I.I	Pen, pencil paper/sketch pad
	Visual Arts	Media and Techniques	Lesson 3	B7 2.1.1.3	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Media and Techniques	Lesson 3	B7.2.1.3.9	Pictures/diagrams of body profiles and positions
7	Visual Arts	Creative and Aesthetic Expression	Lesson 4	B7.2.2.1.1	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Creative and Aesthetic Expression	Lesson 4	B7. 2.2.2.5.	Melodic instrument
8	Design	Design in Nature and the Manmade Environment	Lesson 3	B7 I.I.I.I	Pen, pencil paper/sketch pad

	Visual Arts	Creative and Aesthetic Expression	Lesson 4	B7.2.2.1.1.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Dance/Drama	Media and Techniques	Lesson 3	B7.2.1.3.9	Pictures/diagrams of body profiles and positions
9	Design	Design in Nature and the Manmade Environment	Lesson 3	B7 1.1.1.1	Pen, pencil paper/sketch pad
	Visual Arts	Creative and Aesthetic Expression	Lesson 5	B7.2.2.1.2.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.2.3.	Melodic instrument
10	Visual Arts	Creative and Aesthetic Expression	Lesson 5	B7.2.2.1.2.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.2.3.	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression	Lesson 6	B7.2.2.3.7	Pictures/diagrams of body profiles and positions
П	Visual Arts	Creative and Aesthetic Expression	Lesson 5	B7.2.2.1.2.	Pencils, paper, scissors, brushes, crayon, color, measuring tools
	Music	Connections in Local and Global Cultures	Lesson 5	B7. 2.3.2.3.	Melodic instrument
	Dance/Drama	Creative and Aesthetic Expression	Lesson 6	B7.2.2.3.7	Pictures/diagrams of body profiles and positions

# WEEK I

Date:		Period:		Subject: Creative Arts & D		
<b>Duration:</b> 60mins				Strand: Design		
Class: B7		Class Si	ize:	<b>Sub Strand:</b> Design in Natu Manmade Environment	re and	d the
as a concept in relation design and as a medium of design in nature and environment	B7 I.I.I 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.I.I.I Demonstrate understanding of design as a concept and its importance and role as a medium creative expression of design in nature and the manmade environment					Lesson:
Performance Indicate Learners can tell of the		esign in ar	ts	Core Competencies: CC9.1: CP5.1: CI5.5: DL6.1:		
Reference: Creative	•					
Keywords: Design, co	oncept, mediun	n, creative	e expression, nat	ture, manmade environment		
Dhana/Dawasi	1 A	i:4!			ח	
Phase/Duration	Learners Act				Kes	ources
PHASE I: STARTER	means to the	m.		er session on what design  nared meaning of design.		
PHASE 2: NEW LEARNING	importance, a dictionary, er Engage learner nature and the Guide learner environments nature walk (billboards, ar buildings/root Let learners amanmade des video/audio relearners are learning corn design.	and role of neycloped ers in nature manma ers to reflets and designed erg. tree frangements).  collect an signs in the ecording.  to organier" for reflets errors search design of the signs of the sign of t	of design in societia, and the Interpretation of the natural cribe design idea barks, pattern of the of leaves on produced by the form of sketch of the for/download o	erve and appreciate design in in the local community.  al and manmade is they identified on the in stones, images on lants, shape of including the interest of		pencil er/sketch

	Assessment  I. 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	

Date:		Period:		Subject: Creative Arts		
Duration:		l .	Strand: Visual Arts			
Class: B7		Class Size:		Sub Strand: Media and Te	chniques	
B7.2.1.1 Demonstrate Visual Arts media and application to still-life making and modelling	e understanding of I techniques and th drawing, shading,	eir	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			
Performance Indic Learners can Identify needed for still-life dr	the uses of tools, i	Core Competencies: CC9.4:. CP5.2: Cl5.1: DL5.3:				
Reference: Creative	e Arts Curricului	m Pg. 12				
Keywords: media, te	chniques, modellir	ng, realia, equip	oment, still-life	e, pattern making		
Phase/Duration PHASE I: STARTER					Resources	
PHASE 2: <b>NEW</b>	What tools an	d materials d	o you use fo	r drawing?	poneile paper	
LEARNING	Learners fill in the KWL strategies to identify where they are. What tools and materials do you use for drawing?  Show pictures on tools, materials and equipment for still-life pattern making and modelling.  Guide learners to identify tools and materials for making stillife drawing. E.g. pencils, pens, charcoal pencils, paper.  Learners explore by using different tools and materials to determine their nature  Learners identify and group tools and materials from a varie of sources under still-life, pattern making and modelling  Describe the tools and materials by drawing and stating the uses.  Assessment  I. Ask learners to practice by exploring the tools and materials used in modelling and pattern making.  2. Learners to name and draw the tools, materials and equipment for still-life drawing, pattern making and			materials for making still- oal pencils, paper. ools and materials to d materials from a variety sking and modelling drawing and stating their oring the tools and pattern making. cools, materials and attern making and	pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour, measuring tools, clay, play dough	
PHASE 3: REFLECTION	nature and use	s ssion and effe	ective questi	ials used according to their oning to find out from e lesson.		
	Take feedback	from learner	rs and summa	arize the lesson.		

Date:		Period:		Subject: Creative Arts		
<b>Duration:</b> 60mins				Strand: Performing Arts		
Class: B7		Class Size:		Sub Strand: Media and Ted	hniques	
Content Standard Demonstrate unders durational values and Performance India	standing and apply so I simple time beat p		B7 2.1.2.5 major sca	Sing in pitch the diatonic le.	Lesson:	
Learners can sing i		ic major scale.		Core Competencies: CC 7.2: CI 6.1: CP 5.6: CI 6.6:	:	
Reference: Creativ						
Keywords: Scale, t	reble clef, octave,	ascending, des	cending, s	olfege names, audiation		
Phase/Duration	Learners Activiti	Learners Activities				
PHASE I: STARTER	Sing a familiar pa	· ·	J	ith solfege like "Kofi Atta."		
PHASE 2: NEW LEARNING  PHASE 3: REFLECTION	audiation. Explapitches.  Help learners to ascending and controduce the June Drill students of from doh and/of Match the seventhe treble cleft line or in space.  Show the Soun lesson.  Greek Alphabet Conference of the control of the seventh of th	o sing in pitch, descending, ohn Curwen's on the use of the or any other so on alphabets to by placing them of Music son the of Music son the octave.	in C major Hand Signer Hand Signer Hand Signer Hand Signer Hand Signer Hand Hand Hand Hand Hand Hand Hand Hand	Curwen's Hand Signals	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
	Curwen's Hand	, -	•	ърона то гие Joun		

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.	

Date:		Period:		Subject: Creative Arts &	Design	
<b>Duration:</b> 60mins				Strand: Design		
Class: B7		Class Si	ize:	Sub Strand: Design in Nature and the Manmade Environment		d the
as a concept in relation design and as a medium of design in nature and environment  Performance Indications	monstrate understanding of design in relation to the and principles of a medium for creative expression nature and the manmade in the manmade				dium for ne	Lesson:
Reference: Creative	Arts Curriculur	m Pg. 2				
Keywords: Design, o	concept, mediun	n, creative	e expression, nat	ture, manmade environmen	nt	
Phase/Duration	Learners Activ	ities			Resou	rces
PHASE I: 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,					. CCG
PHASE 2: NEW LEARNING	in nature and to Guide learners environments a nature walk (e. billboards, arrabuildings/roofs)  Let learners comanmade designing video/audio recomments are to manmade learners are to manmade learners are to discussion of disc	ve and appreciate design t in the local community.  and manmade they identified on the stones, images on onts, shape of the stones of the stone of	pen pe paper/	encil sketch pad		
	discussion of d Instruct learne illustrations of	esign. rs search design co	for/download a	nd examine images and ed with design disciplines		

	Assessment 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	

Date:		Period:		Subject: Creative Arts		
Duration:		I		Strand: Visual Arts		
Class: B7		Class Size:		Sub Strand: Media and T	edia and Techniques	
Content Standard B7.2.1.1Demonstrat Visual Arts media and application to still-life making and modelling	e understanding of I techniques and the drawing, shading,	eir	and uses of needed for	dicator:		Lesson:
Performance Indic Learners can Identify needed for still-life do	the uses of tools,		echniques	Core Competencies: CC9.4:. CP5.2: Cl5.1: DL5.3	3:	
Reference: Creativ	e Arts Curricului	m Pg. 12				
Keywords: media, to	echniques, modellir	ng, realia, equip	oment, still-life	e, pattern making		
DI/D		***				
Phase/Duration PHASE I:	Learners Activ		vention of sol	f- misconcoptions bisses	Keso	ources
STARTER	Engage learners in the exploration of self- misconceptions, biases and barriers in learning CAD-Visual Arts and how they transition from Primary to JHS.  Learners fill in the KWL strategies to identify where they are.					
PHASE 2: NEW LEARNING  PHASE 3:	Show picture life, pattern in Guide learner still-life drawi Learners explayed determine the Learners ider variety of sour modelling  Describe the their uses.  Assessment 3. Ask learn materials 4. Learners equipmen modelling	What tools and materials do you use for drawing?  Show pictures on tools, materials and equipment for still-life, pattern making and modelling.  Guide learners to identify tools and materials for making still-life drawing. E.g. pencils, pens, charcoal pencils, paper.  Learners explore by using different tools and materials to determine their nature  Learners identify and group tools and materials from a variety of sources under still-life, pattern making and modelling  Describe the tools and materials by drawing and stating their uses.			chard paste scisse crayd meas	ils, paper, coal pencil, el, cutters, ors, brushes, on, colour, suring tools, play dough
REFLECTION	Use peer disculearners what	nd uses ussion and effe they have lead	ective questi rnt during th			
	I ake teedback	trom learner	s and summa	arize the lesson.		

Date:		Period:		Subject: Creative Arts		
<b>Duration:</b> 60mins				Strand: Performing Arts		
Class: B7		Class Size:		Sub Strand: Media and T	echniques	
Content Standard: Demonstrate underst durational values and	anding and apply so		Indicato B7 2.1.2.5 major sca	Sing in pitch the diatonic	Lesson:	
Performance Indica	ator:		•	Core Competencies:	•	
Learners can sing in	•	•		CC 7.2: CI 6.1: CP 5.6: CI 6	.6:	
Reference: Creative	e Arts Curriculun	n Pg. 20				
Keywords: Scale, tr	eble clef, octave,	ascending, des	cending, s	olfege names, audiation		
Phase/Duration	Learners Activi	ties			Resources	
PHASE I:			nd a song v	with solfege like "Kofi	resources	
STARTER	Atta."	8	6			
	Share performa	ance indicators	and introd	luce the lesson.		
PHASE 2: <b>NEW</b> <b>LEARNING</b>	•	ncept of pitch Explain the cor	•	high and low pitches ascending and	Photos, videos, art paper, colors and	
	descending pit	tches.			traditional art tools, other	
					materials available	
		Do Re	MI	Fa	in the community	
		一	The same of the sa	Et .	,	
		Sol La	Ti	Do		
	Help learners	to sing in pitcl	h, in C m	ajor key, one octave		
	ascending and			•		
	Introduce the	John Curwen'	s Hand S	ignals.		
	Drill students	on the use of	the John	Curwen's Hand Signals		
	from doh and		-			
	Match the sev	en alphabets t	o the not	tes in the C major scale		
	in the treble on line or in s	, , .	hem und	ler their locations (i.e.,		
		F / ·				
	Show the Sou	nd of Music sc	ng Do-R	e-Me video clip to end		
	the lesson.					
	<b>-0</b>					
	6	0 0 0 0	, 0 0	O		
	Greek Alphabet C Solfege dob	D E F C	A B	C		
PHASE 3:	don	rah me fah so		y telling if the pitches		
REFLECTION	sang are all cor			,o and products		
	Ask learners in	dividually and g	oups to r	espond to the John		
	Curwen's Hand		•			

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.	

Date:		Period:		Subject: Creative Arts		
		renou.		, , , , , , , , , , , , , , , , , , ,		
<b>Duration:</b> 60mins		I		Strand: Visual Arts		
Class: B7		Class Size:		Sub Strand: Media and Tech	niques	
B7.2.1.1 Demonstrate Visual Arts media and application to still-life making and modelling	e understanding of techniques and th drawing, shading,	eir	uses of tool	dentify and determine the nature s, materials and techniques neede drawing and shading, pattern mak ng	ed	
Performance Indicates Learners can Identify needed for still-life dr	the uses of tools, 1		echniques	Core Competencies: CC9.4:. CP5.2: Cl5.1: DL5.3:		
Reference: Creative	e Arts Curriculur	n Pg. 12				
Keywords: Media, te	chniques, modellir	ng, realia, equip	ment, still-life	e, pattern making		
Phase/Duration	Learners Activ	ities			Resources	
PHASE I:			from the pre	evious lesson. E.g. What tools	resources	
STARTER	or materials do	you think yo	ou will be us			
	life drawing, pa			•		
PHASE 2: NEW LEARNING	for their suita and modelling Examples of t smooth stone Examples of r paper pulp, pl Learners test their uses in s	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.  Learners test and classify the tools and materials according to their uses in still-life drawing, pattern making and modelling  Identify techniques needed for still-life drawing and shading.  Examples of techniques: direct observation, freehand and				
PHASE 3:	Discuss how to apply the tools, materials and equipment in a safe way when creating still-life drawings, patterns and models.  Apply knowledge and skills acquired in cleaning-up and maintaining tools and materials.  Guide learners on ways of storing of tools, materials and equipment in a sustainable manner.  Learners talk about the steps involved in cleaning-up, maintaining					
REFLECTION	and storing of	tools, materia	als and equip	oment.  oning to find out from		

Date:	Period: Subject: Creative Arts						
Duration:				Strand: Performing Art	ts		
Class: B7		Class	Size:	Sub Strand: Media and	Techn	iques	
Content Standard: Music B7. 2.1.2. 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 when playing the John Curwen's Hand Sign Galaning or using solfege.  Performance Indicator:  Core Competencies:						Lesson:	
Learners can sing in p		c majo	r scale	Core Competencies: CC 7.2: CI 6.1: CP 5.6: C	l 6.6:		
Reference: Creative A	Arts Curriculun	n Pg. 2	0				
Keywords: demonstra	ate, movement	s, rhyt	hmic				
Phase/Duration	Learners Acti	vities			Reso	urces	
PHASE I: STARTER	Atta."		-	g with solfege like "Kofi			
PHASE 2: NEW LEARNING	Share performance indicators and introduce the lesson.  Explain the concept of pitch. Identify high and low pitches by audiation. Explain the concept ascending and descending pitches.  Help learners to sing in pitch, in C major key, one					os, videos, art r, colors and cional art tools, r materials ble in the nunity	
	<ul><li>(i) Ask learners to peer assess colleagues by telling if the pitches sang are all correct in the octave.</li><li>(ii) Ask learners individually and groups to respond to the John Curwen's Hand Signals you make.</li></ul>						
PHASE 3: REFLECTION	learners what	they h	and effective ques nave learnt during t learners and sumr				

Date:		Period: Subject: Creative Arts				
<b>Duration:</b> 60mins			Strand: Visual Arts			
Class: B7		Class Size:		Sub Strand: Media and	Techniques	
B7.2.1.1 Demonstrate Visual Arts media and application to still-life making and modelling	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 of tools, materials and techniques of tools, materials and techniques of tools, materials and techniques of still-life drawing and shading, pattern and modelling				eeded	
Performance Indica Learners can identify to needed for still-life dra	the uses of tools, r		echniques	Core Competencies: CC9.4:. CP5.2: CI5.1: DL5.	3:	
Reference: Creative	Arts Curriculur	n Pg. 12				
Keywords: Media, te	chniques, modellin	g, realia, equip	ment, still-life	, pattern making		
Phase/Duration PHASE I:	Learners Activi		from the ===	vious lesson. E.g. What	Resources	
STARTER				be using in drawing?		
				·		
PHASE 2: NEW LEARNING	test for their making and m Examples of their smooth Examples of modelling ldentify technical Examples of their uses in modelling ldentify technical Examples of the coutline drawing liscuss how a safe way whomodels.  Apply knowles	Identify techniques needed for still-life drawing and shading. Examples of techniques: direct observation, freehand and outline drawing.  Discuss how to apply the tools, materials and equipment in a safe way when creating still-life drawings, patterns and				

PHASE 3:	Learners talk about the steps involved in cleaning-up, maintaining	
REFLECTION	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.	

Date:		Period: Subject: Creative Arts						
Duration:				Strand: Performing Arts				
Class: B7		Class Size:		Sub Strand: Media and Te	chniques			
Content Standard: D B7. 2.1.3. Demonstrate voice and movement ter	understanding ar chniques in danc	nd apply media,	various G	r:  3 Identify and demonstrate the Shanaian dance/body movement and voice projection patterns	Lesson:			
Performance Indicat Learners can identify an dance/body movements	d demonstrate t , positions and v	oice projection p		<b>Core Competencies:</b> CC 7.2: CI 6.1: CP 5.6: CI 6.6	:			
Reference: Creative /								
Keywords: mimic, fle	xibility, perforn	nance, moveme	ent					
Phase/Duration	Learners Acti	ivities			Resources			
PHASE I:		rs to discuss pre	•	periences and				
STARTER	misconceptio	ns in dance and	drama.					
	Share perforr	mance indicator	s and intro	oduce the lesson.				
PHASE 2: <b>NEW LEARNING</b>	Help learner the body.  Identify and physical exercises ldentify som and humans. Demonstrat learners  Identify and positions.	The learners' bodies. Performance Space Pictures/diagrams of body profiles and positions						
	Perform basic dance movements and/ or movement patterns of a Ghanaian traditional dance.  Assessment  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.							
PHASE 3: REFLECTION		cussion and effect they have lear		tioning to find out from				
NEI EECTION				narize the lesson.				

Date:	Period: Subject: Creative Arts & Desi			gn		
Duration:				Strand: Design		
Class: B7		Class Siz	e:	<b>Sub Strand:</b> Design in Nature Manmade Environment	and the	
B7 1.1.1 Demonstrat a concept in relation to principles of design an expression of design in environment	e understanding of to the elements an nd as a medium for n nature and the n	d creative	constitutes the			
Performance Indica Learners can identify		in nature		Core Competencies: CC9.1: CP5.1: Cl5.5: DL6.1:		
Reference: Creative						
Keywords: manmad	le, Elements, des	ign, dot, lir	ne, shape, texti	ure, color, value, form, space, po	erspective	
Phase/Duration	Learners Activ	i4i.a.a			Resources	
PHASE I:			planation of pa	rsonal misconceptions, biases	Resources	
STARTER	and barriers to Primary to Juni Let learners fill their learning o	learning Dior High Scoling the KW of design	Pesign in relation hool.  /L strategies to	on to Creative Art from  identify where they are in		
DILLAGE O ALEXA	•			duce the lesson.		
PHASE 2: NEW LEARNING	design.	storm and	reflect on the	and materials on elements of nature of the tools, materials lesign.	Photos, videos, art paper, colors and traditional art tools, other	
	sources under	making ele	ments of desig		materials available in the	
	Assessment i. Learners take materials used ii. Name and d elements of de	Pescribe the tools and materials by drawing and stating their uses.				
PHASE 3: REFLECTION	Use peer discu learners what t	s ession and e they have le	effective questi earnt during th	ials used according to their oning to find out from e lesson.		

Date:		Period: Subject: Creative Arts				
Duration:				Strand: Vis	ual Arts	
Class: B7		Class Size:		Sub Strand	I: Media and Techn	iques
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				d Lesson:		
Performance Indie	cator:	d techniques n			Core Competend CC8.2: CP5.5: Cl5.	
Reference: Creativ		•				
Keywords: Media,			auipment, st	ill-life, patter	n making	
recywords: Fredia,	teeriniques, mode	mig, reana, e	quipinient, se	m me, paccer	11 11101118	
Phase/Duration	Learners Activiti	es				Resources
PHASE I:	Show a realia/ pi	ctures on tec	chniques in s	till-life drawir	ng and shading.	
STARTER	still-life drawing	and shading.			and materials for	
PHASE 2: <b>NEW</b>	•					Photos,
LEARNING	Learners discust than 2D, such a light and shadoo Learners obser how to apply it. Learners brains and shading. Extippling.  Learners identitechniques in sl. Learners practilife object.  Assessment	sphere and determine their nature.  There of a D, such as the width, length and depth and the formation of and shadow on the object.  There observe and discuss the effect of light on an object and to apply it in drawing and shading in tones.  There observe and reflect on techniques in still-life drawing shading. Examples: hatching, cross-hatching, smoothing and obling.  There identify the skills in creating still-life drawing and some iniques in shading.  There practice the techniques used in drawing and shading still-object.				videos, art paper, colors and traditional art tools, other materials available in the community
PHASE 3: REFLECTION	Learners display to give supportiv "The work used	artworks for we and inform the stippling sion and effec	reflection, a native peer an technique to	nd use appro nd self-evalua o achieve a ra	tion. Example:	

Date:	Period: Subject: Creative Arts					
Duration:				Strand: Performing Arts		
Class: B7		Class Size:		Sub Strand: Media and Te	chniq	ues
B7. 2.2.2. Demonstrate the design process (idea and display own creative the range of different tir	o create that reflect	musical wor	Create and produce own ks that reflect the history and people of the community		Lesson:	
Performance Indicate Learners can create a	or:		orks	Core Competencies: PL5.3: CC8.1: PL5.4: PL5.5:		
Reference: Creative A	Arts Curriculur	n Pg. 19				
Keywords: Dance dra	ma, plot, syno	osis, characte	ers, instrume	ntation, acting, props, chore	ograp	ohy
Phase/Duration	Learners Act				Res	sources
PHASE I:		_	<b>O</b> (	nmoguo) to the class for		
STARTER	their colleagu	e to respon	d to, "Kweku	Dâ Onsuro"		
	Share perforr	nance indica	tors and intro	oduce the lesson.		
PHASE 2: <b>NEW LEARNING</b>	Show a shor through braid drama. Give The Palmwin Discuss with plot, synops and choreog	art and art mar ava	otos, videos, paper, colors I traditional tools, other terials ilable in the nmunity			
	Put learners into small groups to plan a 5-minute dance drama. Themes may be rumormongering, love, survival, joy, anger, surprise, fear, corruption, hatred and power. Plan should include: plot, characters, instrumentation (drumming), choreography (songs and dances), costume and make-up. Groups must also add their rehearsal plan.					
	Groups to present their dance drama plans to the class.  Moderate the plans as appropriate. Ask other groups to comment on plans. Sum up the lesson, and ask groups to go and rehearse their dance drama for presentation at the next lesson (i.e., in two-week's time). Inform them the performances will be recorded.					
PHASE 3: REFLECTION	learners what	cussion and e they have le	effective ques earnt during t	tioning to find out from		
	Take Teedbac	K II OIII IEAI II	Ci 3 and Sunn	nanze die 1633011.		

Date:	Period: Subject: Creative Arts & Desi			ign		
Duration:				Strand: Design		
Class: B7		Class Size	e:	<b>Sub Strand:</b> Design in Nature Manmade Environment	and the	
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  Performance Indicator: Learners can identify elements of design in nature  Indicator:  B7 1.1.1.2. Research to identify and record what constitutes the 'elements of design' in nature as building blocks for composition and creative expression of ideas  Core Competencies:  CC9.1: CP5.1: CI5.5: DL6.1:						
Reference: Creative			ne shane texti	ure, color, value, form, space, p	ersnective	
iceywords. mammad	c, Liements, des	ign, dot, in	ic, shape, text	are, color, value, form, space, p	crapective	
Phase/Duration PHASE I: STARTER		s in the exp		rsonal misconceptions, biases on to Creative Art from	Resources	
	their learning o	in the KW of design	/L strategies to	o identify where they are in duce the lesson.		
PHASE 2: <b>NEW LEARNING</b>	design.	storm and	reflect on the	and materials on elements of nature of the tools, materials lesign.	Photos, videos, art paper, colors and traditional art tools, other	
	sources under	making ele	ments of desig		materials available in the community	
	Assessment i. Learners take materials used ii. Name and di	Describe the tools and materials by drawing and stating their uses.  Assessment  Learners take a walk in the community and identify the tools and naterials used in making elements of design.  Name and draw the tools, materials and equipment for making lements of design				
PHASE 3: REFLECTION	Learners talk a nature and use	bout the to s ssion and e	effective questi	ials used according to their oning to find out from e lesson.		
	Take feedback	from learn	ers and summa	arize the lesson.		

Date:		Period:		Subject: Creative Arts		
Duration:				Strand: Visual Arts		
Class: B7		Class Size:		Sub Strand: Media and Techn	iques	
Content Standard: 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			
Performance Indi Learners can uses of still-life drawing	f tools, materials and		eeded for	Core Competencies: CC8.2: CP5.5: Cl5.5: DL5.3:		
Reference: Creativ	ve Arts Curriculur	n Pg. 11				
Keywords: Media,	techniques, mode	lling, realia, e	quipment, st	ill-life, pattern making		
Dhana/Dawari	I same and A in the				Description	
Phase/Duration PHASE I:	Learners Activiti		hniques in s	till-life drawing and shading.	Resources	
STARTER	Snow a realia/ pi	ctures on tec	nniques in s	un-me drawing and shading.		
STARTER	still-life drawing	and shading.		nem on tools and materials for		
	Share performar				Photos,	
PHASE 2: <b>NEW</b> <b>LEARNING</b>	and sphere and	rners identify and discuss basic shapes such as the cube, cone sphere and determine their nature.				
		as the width,	length and	makes an object 3D rather depth and the formation of	and traditional art tools, other materials available in	
	Learners obser how to apply it			ct of light on an object and g in tones.	the community	
				chniques in still-life drawing s-hatching, smoothing and		
	Learners identi techniques in s	•	n creating s	still-life drawing and some		
	Learners practi life object.	arners practice the techniques used in drawing and shading still- object.				
	using different	media. such	as pencils a	-		
PHASE 3: REFLECTION	to give supportiv	e and inform	ative peer a	and use appropriate language nd self-evaluation. Example: o achieve a range of tones".		

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.	

Date:		Period:		Subject: Creative Arts		
Duration:				Strand: Performing Ar	ts	
Class: B7		Class Size:		Sub Strand: Media and	Techniq	ues
Content Standard: Music B7. 2.2.2. Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical works that reflect the range of different times and cultures  Indicator: B7. 2.2.2.4. Create and production musical works that reflect the culture of the people of the content of the people of the people of the content of the people of the content of the people of th			ks that reflect the histor	ry and	Lesson:	
Performance Indica Learners can create	itor:		orks	Core Competencies: PL5.3: CC8.1: PL5.4: PL5.	5:	
Reference: Creative	Arts Curriculur	n Pg. 19				
Keywords: Dance d	rama, plot, synop	osis, characte	ers, instrumer	ntation, acting, props, ch	oreograp	ohy
Phase/Duration	Learners Activi				Resour	ces
PHASE I:				noguo) to the class for		
STARTER	their colleague	to respond	to, ''Kweku D	Dâ Onsuro"		
	Share performa	ance indicato	ors and introd	luce the lesson.		
PHASE 2: NEW LEARNING  PHASE 3:	Share performance indicators and introduce the lesson.  Show a short video clip of a dance drama. Ask learners through brainstorming to explore the meaning of dance drama. Give them local examples like The Lost Fisherman, The Palmwine Drinkard and Meet the Saviour.  Discuss with learners the basic elements of dance drama—plot, synopsis, characters, instrumentation, acting, props and choreography  Put learners into small groups to plan a 5-minute dance drama. Themes may be rumormongering, love, survival, joy, anger, surprise, fear, corruption, hatred and power. Plan should include: plot, characters, instrumentation (drumming), choreography (songs and dances), costume and make-up. Groups must also add their rehearsal plan.  Groups to present their dance drama plans to the class. Moderate the plans as appropriate. Ask other groups to comment on plans. Sum up the lesson, and ask groups to go and rehearse their dance drama for presentation at the next lesson (i.e., in two-week's time). Inform them the				paper, tradition other r	, videos, art colors and onal art tools, materials le in the unity
REFLECTION	Use peer discu learners what t	ssion and eff	ective question	oning to find out from		
	Take feedback	from learne	rs and summa	rize the lesson.		

Date:		Period:		Subject: Creative Arts			
Duration:				Strand: Visual Arts			
Class: B7		Class Size:		Sub Strand: Media and Ted	chniq	ues	
B7. 2.2.1. Demonstree the design process (display and appraise reflect in the range of Performance Indicates)	ate the ability to idea developmer own creative art of different times	t) to produce, works that	visual	2.1.1. Design and produce own artworks that reflect the historallure of the people of the local	^y	Lesson:	
Learners can design ar		sual artworks		CC9.4:. CP5.2: Cl5.1: DL5.3:			
Reference: Creative	Arts Curriculur	n Pg. 11					
Keywords: 2-dimens	ional, idea develop	ment, appreciate, ap	praise,	design thinking process			
Phase/Duration	Learners Activi	tios			Ros	sources	
PHASE I:			ual env	rironmental walk to identify	1/62	oui ces	
STARTER	a social or envi	ronmental problen	n in the	e local community			
	Share pertorma	Share performance indicators and introduce the lesson.					
PHASE 2: NEW LEARNING	Engage learners to make a 2D of Learners transl make 2D or 3E equipment.  Learners transl to solve social posters, sticker banners  Learners use to Examples: draw collage (by cutt brushes, cutter Learners transl	cuss their observations and views and findings about nental walk (library and internet information).  ers to discuss the design process and how to apply it D or 3D artwork to solve an identified problem.  Inslate their ideas into sketches and plans to design and 3D artworks using available tools, materials and  Inslate their ideas into 2D artworks that can be made all problems in the community. Examples of artworks: exers, illustrations, prints, wrappers, emblems, crests, at techniques that can be used to make 2D artworks. It rawing, sketching, painting, printmaking, mosaic, utting and pasting). Example of tools: pencils, pens, ters, pair of scissors				otos, videos, paper, colors traditional tools, other terials ilable in the nmunity	
	artworks, figuri gadgets, toys, n modelling, casti						
PHASE 3: REFLECTION	-		-	oning to find out from			
REFLECTION		hey have learnt du from learners and					

Duration: Class: B7				Subject: Creative Arts			
Class: B7				Strand: Performing Art	ts		
		Class Size:		Sub Strand: Media and	Techniq	ues	
Content Standard: Music B7. 2.2.2.5 Demonstrate the a the design process (idea develoisplay own creative musical wrange of different times and cure Performance Indicator:	lopment) to works that i	create and	others' mus	Plan and display of own an sical works that reflect the of the people in the comm	history	Lesson:	
Learners can plan and display			cal works	CC 7.2: CI 6.1: CP 5.6: CI	l 6.6:		
Reference: Creative Arts C							
Keywords: Dress rehearsal,	, dance-dr	ama, plot, syr	nopsis, char	acters, instrumentation,	acting, p	props	
Phase/Duration	Learners A	Activities			Resour	res	
PHASE I: STARTER	Using quesunderstand	stions and ans ding in the pro	evious lesso		rtesour	ces	
PHASE 3: REFLECTION	performa a shady to Learners planned to identified to chored schedules The three during the picked th week.  Costumin costumes  Group Pe dance-dra recording  Assessme (i) Expla (ii) Learne knowledg (iii) Ensur properly Use peer of from learn	studied dance heir plot, syrinstruments ograph; have and appoint (a) Groups two weeks eir positions and in the organia in the acceptance of the all the acceptance of the all the acceptance of the all the acceptance of the organia in the organia i	(e.g., assenthis lessor this lessor this lessor te-drama the planned the ted event per the for the performance of the performance the performa	mbly hall, shed, under in.  wo week ago and is and scenes; have enous stylised dances neir rehearsal planning committees. It dress rehearsals haders also randomly erformances last in the ingenity of their day ou facilitate the formances.	paper, tradition other r	, videos, art colors and onal art tools, materials le in the unity	

Date:	Period: Subject: Creat			Subject: Cr	reative Arts &	& Design
Duration:				Strand: De	sign	
Class: B7		Class Size:			: Design in N nvironment	Vature and the
Content Standard: B7 I.I.I 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 I.I.I.3. Research 'principles of design' to describe how they are used to organize the 'elements of design' into building blocks for videsign, composition and creative expression of ideas			organize the g blocks for vi			
	formance Indicator: ners can describe principles of design' and how they are used to organize the nents of design' into building blocks for visual design, composition and creative  CC7.5: CP5.1					petencies: 1: Cl6.2: DL5.6:
Reference: Creative	Arts Curriculur	n Pg. 3				
Keywords: Emphasis,	balance and ali	gnment, con	trast, repetition, p	proportion, n	novement	
Phase/Duration		· itiaa				Dagayyass
Phase/Duration PHASE I:	Learners Acti		oloration principle	as of design a	nd how	Resources
STARTER	they transitio	n from Prim		ify where the		
PHASE 2: <b>NEW</b>	•		ples of design.			Photos, videos,
LEARNING	Learners bra	instorm an elp in orga	d reflect on the nizing elements of oup a variety of	of design.	·	art paper, colors and traditional art tools, other materials available in the community
	Describe the uses.	e tools and	materials by dra	wing and sta	ating their	
	<ul> <li>Assessment</li> <li>Learners take a walk in the community and identify principles of design found in their communities.</li> <li>Learners create a composition using principles of design</li> </ul>					
PHASE 3:		•	inciples of design	according to	their	
REFLECTION	nature and us	es.				
	•		effective questioni earnt during the le	-	t from	
	Take feedback from learners and summarize the lesson.					1

Date:		Period:		Subject: Creative Arts		
Duration:		l		Strand: Visual Arts		
Class: B7		Class Size:		Sub Strand: Media and Ted	chniq	ues
B7. 2.2.1. Demons the design process display and apprais reflect in the range	trate the ability to (idea developmer e own creative ar	nt) to produce, tworks that	visual	2.1.1. Design and produce own artworks that reflect the historal luture of the people of the local	Lesson:	
Performance Indi	cator:		I	Core Competencies:		I
Reference: Creativ				CC9.4:. CP5.2: CI5.1: DL5.3:		
			praise.	design thinking process		
25, 110, 25, 2 3, 110	,	,	,,	0		
Phase/Duration	Learners Activiti				Res	sources
PHASE I:		• ,		onmental walk to identify a		
STARTER		nmental problem in		•		
	Share performar	ance indicators and introduce the lesson.				
PHASE 2: <b>NEW LEARNING</b>	environmental was Engage learners make a 2D or 3D Learners translate make 2D or 3D equipment.  Learners translate solve social problem.	valk (library and into to discuss the design of artwork to solve the their ideas into solve artworks using avant the their ideas into 2 olems in the commi	gn prod an ide sketche ilable t 2D artv unity.	cess and how to apply it to ntified problem. es and plans to design and cools, materials and works that can be made to Examples of artworks:	art and art mat ava	otos, videos, paper, colors I traditional tools, other terials ilable in the mmunity
PHASE 3: REFLECTION	banners  Learners use tec Examples: draw (by cutting and p cutters, pair of s  Learners translar solve social prob artworks, figurin gadgets, toys, ma modelling, castin  Use peer discuss	echniques that can be used to make 2D artworks. wing, sketching, painting, printmaking, mosaic, collage pasting). Example of tools: pencils, pens, brushes, scissors  late their ideas into 3D artworks that can be made to oblems in the community. Examples: sculptural ines, statuettes, flora and fauna (plants and animals) masks, stools, ceremonial swords. Techniques: ing.				

Date:		Period:		Subject:	Creative Arts		
Duration:				Strand: P	erforming Art	s	
Class: B7		Class Size:		Sub Strai	nd: Media and	Techni	ques
Content Standard: B7. 2.2.3. Demonstrat design process to pro and expressive artwo different times and cu	te the ability to use duce and display o rks that reflect in t	e concepts of own creative the range of	concepts of de display own cr that reflect in	Demonstrate the ability to use of design process to produce and on creative and expressive artworks at in the range of different times and no dance and drama.			
Performance Indicates Learners can use concreative and expressions.	ncepts of design	process to pr	oduce and disp	olay own	Core Compe		
Reference: Creative	e Arts Curriculur	n Pg. 20					
Keywords: aestheti	c, appreciation, o	community, cu	ulture				
Phase/Duration PHASE I: STARTER	Learners Active Guide learners Using question previous lessor	to do the Ch		_	anding in the	Reso	urces
PHASE 2: <b>NEW LEARNING</b>	Discuss ideas community.  Identify ways based on the the community.  In groups, gui on the ideas gommunity.  Guide learner actors/actress characterizati	rmance indicators and introduce the lesson.  Tas learners have on the history and culture of the facility of creating (designing) drama and/or dance ne ideas of learners on the culture and history of inity.  The guide learners to draft stories for a skit(s) based as generated on the history and culture of the facility.  The storest coreate scenarios from story. Identify the sesses and assign roles: auditioning, casting,				facilit recoi	gets to cate rding of ormance
PHASE 3: REFLECTION	Rehearse the Use peer discu learners what the	ssion and effect they have lear	ctive questioning the le	ng to find o	out from		

Date:	Period: Subject: Creative			Subject: Cr	reative Arts &	& Design
Duration:				Strand: De	sign	
Class: B7		Class Size:			: Design in N nvironment	lature and the
Content Standard: B7 I.I.I 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 I.I.I.3. Research 'principles of design' to describe how they are used to organize the 'elements of design' into building blocks for videsign, composition and creative expression ideas			organize the g blocks for vi			
Learners can describe p	erformance Indicator: carners can describe principles of design' and how they are used to organize the lements of design' into building blocks for visual design, composition and creative  CC7.5: CP5.					petencies: 1: Cl6.2: DL5.6:
Reference: Creative	Arts Curriculur	n Pg. 3				
Keywords: Emphasis,	balance and ali	gnment, con	trast, repetition, p	proportion, n	novement	
Phase/Duration		· itiaa				Dagayyass
Phase/Duration PHASE I:	Learners Acti		oloration principle	as of design a	nd how	Resources
STARTER	they transitio	n from Prim		ify where the		
PHASE 2: <b>NEW</b>	•		ples of design.			Photos, videos,
LEARNING	Learners bra	instorm an elp in orga	d reflect on the nizing elements of oup a variety of	of design.	·	art paper, colors and traditional art tools, other materials available in the community
	Describe the uses.	e tools and	materials by dra	wing and sta	ating their	
	<ul> <li>Assessment</li> <li>Learners take a walk in the community and identify principles of design found in their communities.</li> <li>Learners create a composition using principles of design</li> </ul>					
PHASE 3:	Learners talk	about the p	rinciples of design	according to	their	
REFLECTION	nature and us	es.				
	•		effective questioni earnt during the le	-	t from	
	Take feedback from learners and summarize the lesson.					

Date:		Period:		Subje	ect: Creative Arts		
Duration:				Stran	nd: Visual Arts		
Class: B7		Class Size:		Sub 9	Strand: Media and T	echniqu	es
B7. 2.3.1. Demonstrate generate ideas from vecommunity that reflect cultures and topical is	risual artworks at a range of dif sues	in the	B7. 2.3. history,	Indicator: B7. 2.3.1.1. Narrate own views of the history, culture, environment and to issues in the community.			Lesson:
Performance Indicate Learners can narrate ov		cal issues in the co	mmunity.		Core Competencie CC9.4:. CP5.2: CI5.1		
Reference: Creative A	Arts Curriculur	n Pg. 22					
New words: Chieftain	cy, landmarks, ar	tists and artworks,	, events, fe	estivals	, tourist sites		
Phase/Duration	Learners Act	ivitios				Resou	rcos
PHASE I:		ch a 5-minute vid	loo on th	o fosti	vals and tourist	Resou	rces
STARTER	sites.	cii a 5-iiiiidte vid	ieo on ui	e iesu	vais and tourist		
	the previous	lesson.			s understanding in		
PHASE 2: NEW LEARNING	Learners ider ideas through community.  Learners disc by identifying environment  Learners refleculture of soil Assessment Learners research	discuss and reflect on own views of the environment fying tourist sites in the natural and manmade nent in the community.  Treflect and discuss the effects of the history and of some topical issues in the community.				paper, tradition tools, materi	s, videos, art colors and onal art other als available community
PHASE 3: REFLECTION	Use peer disc		tive quest	ioning	to find out from son.		
	Take feedback from learners and summarize the lesson.						

Date:		Period:		Subject:	Creative Arts			
Duration:				Strand: P	erforming Arts			
Class: B7		Class Size:		Sub Strai Cultures	n Local and Glo	obal		
B7. 2.2.3. Demonstra generate ideas from i art musicians in the in range of different time	te the ability to co indigenous creative mmediate commun les, cultures and to	musical forms and ity that reflect a	Indicator:  B7. 2.3.2.3. Identify indigenous and a musicians in the community whose reflect the history, culture, environr and topical issues.			orks ent I of I	:	
Performance Indic Learners can identi	fy indigenous and		e comi	munity	Core Compete CC 7.2: Cl 6.1: C			
Reference: Creativ	e Arts Curricului	m Pg. 20						
New words: Autob	iography, biography	y, enquiry, research, i	ntervie	w, indigenou	ıs, neo-traditional, e	exponent		
Phase/Duration	Learners Activ	rities				Resources		
PHASE I: STARTER		of one of the class por similar video clip.		nances reco	orded a			
	Using question previous lesson	is and answers, revi n.	ew lea	rners unde	rstanding in the			
		ance indicators and						
PHASE 2: <b>NEW LEARNING</b>	briefly and dis song forms (r forms (atsiagt (yodelling, ulu Learners to ic community w	wing video clips of scuss the genres in nowomkrô, ebibin bekô, adowa, kete ulation, holler, nas dentify indigenous whose works reflect and topical issues	nvolve dwom a, baam alization and a ct the	d, namely: , etc.), dar naaya, etc. on rt musicia	recitative nce genre song ), vocal effects ns in the	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
	into three gro	orominent musicia oups and ask them data of the three p	n to di	scuss and	document the			
	prominent me to comment of ask groups to	o present their bid usicians identified on the data prese o go and research at the next lesson	to the nted. S	class. Asl Sum up th	k other groups e lesson, and			
	indigenous me community ar	during their first usician or a tradit nd interview them bout the selected	ional r to co	nusician ir Ilect data	their			

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.	

Date:		Period:		Subject: Creative Arts			
Duration:				Strai	nd: Visual Arts		
Class: B7		Class Size:		Sub Strand: Media and Techniques			es
Content Standard: B7. 2.3.1. Demonstrating generate ideas from a community that reflect cultures and topical is	visual artworks in ct a range of dif	in the	B7. 2.3. history,	ndicator:  37. 2.3.1.1. Narrate own views of the istory, culture, environment and to ssues in the community.			Lesson:
Performance Indicat Learners can narrate ov		cal issues in the co	mmunity.		Core Competencie CC9.4:. CP5.2: Cl5.1:		
Reference: Creative	Arts Curriculun	n <b>P</b> g. 22					
New words: Chieftain	cy, landmarks, ar	tists and artworks,	events, f	estivals	, tourist sites		
Phase/Duration PHASE I: STARTER	sites.	ch a 5-minute vid				Resour	rces
DILACE O NEW	the previous l	esson. nance indicators	and intro	oduce		Bi	
PHASE 2: <b>NEW LEARNING</b>	Learners identify and record relevant information by generating ideas through concept maps on the history and culture of the community.  Learners discuss and reflect on own views of the environment by identifying tourist sites in the natural and manmade environment in the community.				paper, tradition tools, of materia	s, videos, art colors and onal art other als available community	
	Learners reflect and discuss the effects of the history and culture of some topical issues in the community.  Assessment Learners research on the history and culture of the community emphasizing on chieftaincy and festivals						
PHASE 3: REFLECTION	learners what	ussion and effect they have learnt k from learners a	during t	he les			

Date:		Period:		Subject:	Creative Arts		
Duration:				Strand: P	erforming Arts		
Class: B7		Class Size:		Sub Strand: Connections in Local and Gl Cultures			l and Global
Content Standard: B7. 2.2.3. Demonstrat generate ideas from in art musicians in the imrange of different time  Performance Indica	e the ability to condigenous creative namediate communes, cultures and to	musical forms and ity that reflect a	B7. 2. music reflect	nusicians in the community whose works			Lesson:
Learners can identif			e comi	munity	CC 7.2: CI 6.1: C		CI 6.6:
Reference: Creative					and the second		
New words: Autobio	ograpny, biograpny	, enquiry, research, i	ntervie	w, indigenol	is, neo-traditional, e	expone	nt
Phase/Duration	Learners Activ	ities				Reso	urces
PHASE I: STARTER	fortnight ago o	of one of the class preserving the similar video clip.	•				
	Using question previous lessor	s and answers, revi n.	iew lea	rners unde	erstanding in the		
PHASE 2: <b>NEW</b>		ance indicators and				<b>D</b> i	
LEARNING	briefly and dis song forms (n forms (atsiagh (yodelling, ulu Learners to ic community w	wing video clips of ccuss the genres in nwomkrô, ebibin bekô, adowa, kete dation, holler, nas dentify indigenous hose works reflect and topical issues	nvolve dwom e, baam alization and a ct the	d, namely: , etc.), dai naaya, etc. on rt musicia	recitative nce genre song ), vocal effects ns in the	art part to art to mate availa	os, videos, aper, colors craditional cols, other rials able in the munity
	Select three properties into three groups to prominent metro comment of	elect three prominent musicians from the list. Put learners to three groups and ask them to discuss and document the ographical data of the three prominent musicians identified sk groups to present their biographical data of the three rominent musicians identified to the class. Ask other groups o comment on the data presented. Sum up the lesson, and sk groups to go and research on their exponent for					
	Assessment Ask students, indigenous mucommunity ar	during their first usician or a tradit nd interview them out the selected	term ional r	nusician ir Ilect data	n their		

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.	

Date:		Period:		Subject: C	reative Arts		
Duration:				Strand: Performing Arts			
Class: B7		Class Size:		<b>Sub Strand:</b> Connections in Local an Cultures		ocal and Global	
B7. 2.3.3. Demonstrate the ability to correla generate ideas from creative artworks of da and actors in the community that reflect a re 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 top issues that are reflected in them			Lesson:	
Performance Indicator: Learners can appreciate to community.	of dance ar	nd drama artist	es in the	Core Competent CP 5.1: CG5.3: CG			
Reference: Creative Arts	s Curriculur	n Pg. 32					
Phase/Duration	Learners	Activities				Resources	
PHASE 1: <b>STARTER</b> PHASE 2: <b>NEW</b>	Start lesson by singing the song Nyôntsere ni egye and dance or any traditional play songs  Using questions and answers, review learners understanding in the previous lesson.  Share performance indicators and introduce the lesson.  Show a video (dance and/or drama) to learners.  Photos, videos,						
LEARNING	Facilitate discussion on video (s) to identify, the history, culture, environment and the topical issues that are reflected in it/them  Assessment 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.					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.						

# WEEK II

Date:		Period: Subject: Creative Arts		t: Creative Arts			
Duration:		St		Strand: Visual Arts			
Class: B7	Class Size: Sub Strand: Media and T				echniqu	es	
B7. 2.3.1. Demonstrate ideas from community that refultures and topical	rate the ability to n visual artworks lect a range of dil l issues	in the history, culture of the history in the histo		cor:  1.1. Narrate own views of the culture, environment and topical the community.		oical	Lesson:
Performance Indic Learners can narrate		cal issues in the co	mmunity		Core Competend CC9.4:. CP5.2: Cl5.	cies:	
Reference: Creative			minumey.		CC7. 1 C1 5.2. C15.	.1. DL3.3	•
New words: Chiefta			, events, fes	tivals, t	tourist sites		
	•						
Phase/Duration	Learners Act					Resou	rces
PHASE I: STARTER	Learners watch a 5-minute video on the festivals and tourist sites.  Using questions and answers, review learners understanding in the previous lesson.						
PHASE 2: <b>NEW LEARNING</b>	Share performance indicators and introduce the lesson.  Learners identify and record relevant information by generating ideas through concept maps on the history and culture of the community.  Learners discuss and reflect on own views of the environment by identifying tourist sites in the natural and manmade environment in the community.  Learners reflect and discuss the effects of the history and culture of some topical issues in the community.  Assessment  Learners research on the history and culture of the community emphasizing on chieftaincy and festivals					paper, tradition tools, materi	s, videos, art colors and onal art other als available community
PHASE 3: REFLECTION	Use peer disc learners what	cussion and effect t they have learnt k from learners a	cive questic c during the	e lesso	on.		

Date:		Period:		Subject:	Creative Arts	
Duration:				Strand: P	erforming Arts	
Class: B7		Class Size:		Sub Strai Cultures	nd: Connections i	n Local and Global
B7. 2.2.3. Demonstra generate ideas from a art musicians in the in range of different time	Content Standard: Music  37. 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 w reflect the history, culture, environment and topical issues.			vorks		
	fy indigenous and	art musicians in th	e comi	munity	Core Compete CC 7.2: Cl 6.1: C	
Reference: Creativ	e Arts Curricului	m Pg. 20				
New words: Autob	iography, biography	, enquiry, research, i	ntervie	w, indigenou	is, neo-traditional, e	exponent
Phase/Duration	Learners Activ	ities				Resources
PHASE I: STARTER		of one of the class por similar video clip.		nances reco	orded a	
	Using question previous lesson	s and answers, revi n.	ew lea	rners unde	rstanding in the	
PHASE 2: <b>NEW</b>		ance indicators and				
LEARNING	briefly and dis song forms (r forms (atsiagt (yodelling, ulu Learners to ic community w	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  Learners to identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues.				Photos, videos, art paper, colors and traditional art tools, other materials available in the community
	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  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.					
	indigenous me community ar	during their first usician or a tradit nd interview them oout the selected	ional r	nusician ir Ilect data	their	

	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.	

Date: Period:				Subject: C	reative Arts		
Duration:				Strand: Performing Arts			
Class: B7 Class Size			e:	Sub Strand Cultures	ocal and Global		
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 top issues that are reflected in them			Lesson:	
Performance Indicator: Learners can appreciate tommunity.	Performance Indicator: Learners can appreciate the history of dance and				Core Competend CP 5.1: CG5.3: CG		
Reference: Creative Arts	Curriculur	n Pg. 32					
Phase/Duration	Learners	Activities				Resources	
PHASE 1: <b>STARTER</b> PHASE 2: <b>NEW</b>	Start lesson by singing the song Nyôntsere ni egye and dance or any traditional play songs  Using questions and answers, review learners understanding in the previous lesson.  Share performance indicators and introduce the lesson.  Show a video (dance and/or drama) to learners.  Photos, videos,						
LEARNING	Facilitate discussion on video (s) to identify, the history, culture, environment and the topical issues that are reflected in it/them  Assessment Search for and watch a video of Ananse and the Gum Man by Mohammed Ben Abdallah and write a brief report on it					art paper, colors and traditional art tools, other materials available in the community	
PHASE 3: REFLECTION	based on history, culture, environmental and topical issues.  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.						

#### REVISION AND END OF TERM ASSESSMENT

Date:		Period:		Subject: Creative Arts		
Duration:	Duration:			Strand: Strands treated for the term		
Class: B7		Class Size:		Sub Strand: Sub strands for the term		
Content Standard: Demonstrate knowled topics treated so far. Performance Indicates		term.	earnt within the			
Learners can recall an the term	d summarize all w	hat they have lea	irnt within	Core Competencies: CP 5.1: CG5.3: CG5.1		
Reference: Creative	Arts Curriculur	n Pg. I to 27				
Phase/Duration	Learners Activi	itios			Resources	
PHASE I: STARTER	Using question previous lessor	s and answers, n.		rners understanding in the	Resources	
PHASE 2: NEW LEARNING	Revise with lead concept and its expression of concept and its expression are suppreciation and concept and its expression of the concept and its expression of the concept and its expression of concept and its expres	rners to demost importance are design in nature to identify and gns to appreciate inceed manmate and discussion.  to Identify, destill-life drawing, and materials: perfect paper, and to sing in pitor incers to identify and incers to identify and incert to identify and hmic/theatre gate, dance.  There is to identify and the identify and as building to create to identify and the identify and the identify and the identify and as to identify a great and as building the identify and as to identify and	nstrate und role as a a and the male and the male and determined and determined and shading and encil, charcoad the determined and record with the diator and record record record and record record and record and record with the diator an	derstanding of design as a medium for creative nanmade environment.  selected natural and ermine how design in to benefit society for record relevant tools and ad pattern making.  I, crayon, cutting wire, knife, er, clay, paper pulp, plasticine.  onic major scale.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community	

	Assessment  I. State and explain the types of shading.  2. Draw any object and use at least two of the shading technique to color.  3. What is element of design?  4. Identify and explain the elements of design with examples.
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.

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