

WEEK 3

Date:	Period:	Subject: Creative Arts
Duration: 60mins		Strand: Visual Arts
Class: B7	Class Size:	Sub Strand: Media and Techniques
Content Standard: Visual Arts B7.2.1.1 Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling		Indicator: B7 2.1.1.1. Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling
Performance Indicator: Learners can Identify the uses of tools, materials and techniques needed for still-life drawing and shading.		Lesson: 1 of 1
Core Competencies: CC9.4.: CP5.2: CI5.1: DL5.3:		
Reference: Creative Arts Curriculum Pg. 12		
Keywords: Media, techniques, modelling, realia, equipment, still-life, pattern making		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Learners answer questions from the previous lesson. E.g. What tools or materials do you think you will be using in drawing?</p> <p>Learners describe and record relevant tools, materials used in still-life drawing, pattern making and modelling.</p>	
PHASE 2: NEW LEARNING	<p>Guide learners to experiment with tools and materials to test for their suitability in making still-life drawing, pattern making and modelling.</p> <p>Examples of tools: pencil, charcoal, crayon, cutting wire, knife, smooth stones.</p> <p>Examples of materials: paint, pastel, paper, tracing paper, clay, paper pulp, plasticine.</p> <p>Learners test and classify the tools and materials according to their uses in still-life drawing, pattern making and modelling</p> <p>Identify techniques needed for still-life drawing and shading. Examples of techniques: direct observation, freehand and outline drawing.</p> <p>Discuss how to apply the tools, materials and equipment in a safe way when creating still-life drawings, patterns and models.</p> <p>Apply knowledge and skills acquired in cleaning-up and maintaining tools and materials.</p> <p>Guide learners on ways of storing of tools, materials and equipment in a sustainable manner.</p>	<p>pencils, paper, charcoal pencil, pastel, crayon, scissors, brushes, measuring tools, clay, play dough, plasticine, papier mâché (pulp)</p>
PHASE 3: REFLECTION	<p>Learners talk about the steps involved in cleaning-up, maintaining and storing of tools, materials and equipment.</p> <p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p>	

Date:	Period:	Subject: Creative Arts
Duration:	Strand: Performing Arts	
Class: B7	Class Size:	Sub Strand: Media and Techniques
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 Game by Lahing or using solfege.	Lesson: 1 of 1
Performance Indicator: Learners can sing in pitch the diatonic major scale		Core Competencies: CC 7.2: CI 6.1: CP 5.6: CI 6.6:
Reference: Creative Arts Curriculum Pg. 20		
Keywords: demonstrate, movements, rhythmic		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Sing a familiar patriotic song and a song with solfege like "Kofi Atta." Share performance indicators and introduce the lesson.	
PHASE 2: NEW LEARNING	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 octave ascending and descending. Introduce the John Curwen's Hand Signals. Drill learners on the use of the John Curwen's Hand Signals from doh and/or any other scale degree. Match the seven alphabets to the notes in the C major scale in the treble clef by placing them under their locations (i.e., on line or in space). Show the Sound of Music song Do-Re-Me video clip to end the lesson. <u>Assessment</u> (i) Ask learners to peer assess colleagues by telling if the pitches sang are all correct in the octave. (ii) Ask learners individually and groups to respond to the John Curwen's Hand Signals you make.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
PHASE 3: REFLECTION	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.	