

WEEK 4

Date:	Period:	Subject: Creative Arts	
Duration: 60mins		Strand: Visual Arts	
Class: B7	Class Size:	Sub Strand: Media and Techniques	
Content Standard: Visual Arts B7.2.1.1 Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling		Indicator: B7 2.1.1.1. Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling	Lesson: 1 of 1
Performance Indicator: Learners can identify the uses of tools, materials and techniques needed for still-life drawing and shading.		Core Competencies: CC9.4.: CP5.2: CI5.1: DL5.3:	
Reference: Creative Arts Curriculum Pg. 12			
Keywords: Media, techniques, modelling, realia, equipment, still-life, pattern making			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Learners answer questions from the previous lesson. E.g. What tools or materials do you think you will be using in drawing?</p> <p>Learners describe and record relevant tools, materials used in still-life drawing, pattern making and modelling.</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to experiment with tools and materials to test for their suitability in making still-life drawing, pattern making and modelling.</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>	

<p>PHASE 3: REFLECTION</p>	<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> <p>Take feedback from learners and summarize the lesson.</p>	
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Date:	Period:	Subject: Creative Arts	
Duration:		Strand: Performing Arts	
Class: B7	Class Size:	Sub Strand: Media and Techniques	
Content Standard: Dance and Drama B7. 2.1.3. Demonstrate understanding and apply media, voice and movement techniques in dance and drama		Indicator: B7.2.1.3.8 Identify and demonstrate the various Ghanaian dance/body movements, positions and voice projection patterns	Lesson: 1 of 1
Performance Indicator: Learners can identify and demonstrate the various Ghanaian dance/body movements, positions and voice projection patterns		Core Competencies: CC 7.2: CI 6.1: CP 5.6: CI 6.6:	
Reference: Creative Arts Curriculum Pg. 20			
Keywords: mimic, flexibility, performance, movement			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Guide learners to discuss previous experiences and misconceptions in dance and drama.</p> <p>Share performance indicators and introduce the lesson.</p>		
PHASE 2: NEW LEARNING	<p>Help learners explore and discuss the socio-cultural role of the body.</p> <p>Identify and perform basic rhythmic/ theatre games and physical exercises</p> <p>Identify some sounds (voices) and movements of animals and humans. Demonstrate these sounds (voices) and movements with learners</p> <p>Identify and demonstrate types of body profile and dance positions. Perform basic dance movements and/ or movement patterns of a Ghanaian traditional dance.</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Learners to observe different animal and human movements in the community for discussion in class. • Learners learn to imitate three different movements of animals and humans. • Take interest in and/or participate in community events. 	<p>The learners' bodies. Performance Space Pictures/diagrams of body profiles and positions</p>	
PHASE 3: REFLECTION	<p>Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.</p> <p>Take feedback from learners and summarize the lesson.</p>		