







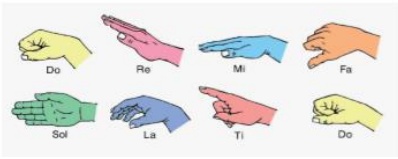

WEEK 2

Date:	Period:	Subject: Creative Arts & Design	
Duration: 60mins		Strand: Design	
Class: B7	Class Size:	Sub Strand: Design in Nature and the Manmade Environment	
Content Standard: B7 I.1.1 Demonstrate understanding of design as a concept in relation to the and principles of design and as a medium for creative expression of design in nature and the manmade environment		Indicator: B7 I.1.1.1 Demonstrate understanding of design as a concept and its importance and role as a medium for creative expression of design in nature and the manmade environment	Lesson: 1 of 1
Performance Indicator: Learners can tell of the importance of design in arts		Core Competencies: CC9.1: CP5.1: CI5.5: DL6.1:	
Reference: Creative Arts Curriculum Pg. 2			
Keywords: Design, concept, medium, creative expression, nature, manmade environment			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Engage learners in question-and-answer session on what design means to them.</p> <p>Brainstorm to generate and define a shared meaning of design.</p> <p>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.</p>		
PHASE 2: NEW LEARNING	<p>Engage learners in nature walk to observe and appreciate design in nature and the manmade environment in the local community.</p> <p>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).</p> <p>Let learners collect and document samples of natural and manmade designs in the form of sketches, photographs, video/audio recording.</p> <div style="display: flex; justify-content: space-around;">     </div> <div style="display: flex; justify-content: space-around;">   </div> <p>Learners are to organize samples to create “natural and manmade learning corner” for reflection, appreciation and discussion of design.</p> <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>	pen pencil paper/sketch pad	

	<u>Assessment</u> 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:		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	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. What tools and materials do you use for drawing?		
PHASE 2: NEW LEARNING	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. Assessment 3. Ask learners to practice by exploring the tools and materials used in modelling and pattern making. 4. Learners to name and draw the tools, materials and equipment for still-life drawing, pattern making and modelling	pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour, measuring tools, clay, play dough	
PHASE 3: REFLECTION	Learners talk about the tools and materials used according to their nature and uses Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.		

Date:	Period:	Subject: Creative Arts	
Duration: 60mins		Strand: Performing Arts	
Class: B7	Class Size:	Sub Strand: Media and Techniques	
Content Standard: Music 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.	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: Scale, treble clef, octave, ascending, descending, solfege names, audiation			

Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Sing a familiar patriotic song and a song with solfege like “Kofi Atta.”</p> <p>Share performance indicators and introduce the lesson.</p>	
PHASE 2: NEW LEARNING	<p>Explain the concept of pitch. Identify high and low pitches by audiation. Explain the concept of ascending and descending pitches.</p>  <p>Help learners to sing in pitch, in C major key, one octave ascending and descending. Introduce the John Curwen’s Hand Signals.</p> <p>Drill students on the use of the John Curwen’s Hand Signals from doh and/or any other scale degree.</p> <p>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).</p> <p>Show the Sound of Music song Do-Re-Me video clip to end the lesson.</p> 	<p>Photos, videos, art paper, colors and traditional art tools, other materials available in the community</p>
PHASE 3: REFLECTION	<p>Ask learners to peer assess colleagues by telling if the pitches sang are all correct in the octave.</p> <p>Ask learners individually and groups to respond to the John Curwen’s Hand Signals you make.</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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