

# THIRD TERM

## WEEKLY LESSON PLAN – B8

### WEEK 1

<b>Week Ending:</b> 30-06-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Design
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Drawing, Shading, And Coloring
<b>Content Standard:</b> B8 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> B8 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>	T-square, set square, protractor, paper

	<p>Explain that outline drawings can be used as a basis for adding more details or color later on.</p> <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>	

<b>Week Ending:</b> 30-06-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Visual Arts
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B8. 2.1.1 Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation and imagination, print making and weaving		<b>Indicator:</b> B8 2.1.1.4 Experiment with available media and techniques for weaving to create visual artworks.
<b>Performance Indicator:</b> Learners can experiment with available media and techniques for weaving to create visual artworks.		<b>Lesson:</b> 1 of 1
<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. 29		
Phase/Duration	Learners Activities	Resources
PHASE 1: <b>STARTER</b>	Learners in turns narrate how they spent their vacation holidays. Encourage learners to draw scenes from their narration.  Draw attention to the new lesson's content standard and indicator(s).	
PHASE 2: <b>NEW LEARNING</b>	Guide learners to identify and use the available media and techniques for weaving to create own woven artefacts. Examples: plain weave, twill and satin media: cane, yarns, raffia, reed, etc.  Apply relevant weaving techniques with available media to create own woven artefacts.  Display woven artefacts for appreciation and reflection and use peer- and self-evaluation to review works. Examples of art specific language vocabulary: plain, weave, twill, pattern, form	Pictures and Videos
PHASE 3: <b>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?	

<b>Week Ending:</b> 30-06-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS		<b>Strand:</b> Performing Arts (Music)
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B8. 2.1.2.: Demonstrate understanding and apply tempo, dynamics and simple forms in music	<b>Indicator:</b> B8 2.1.2.7 Internalize and identify aurally basic architectural designs in art, pop and indigenous musical works	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify aurally basic architectural designs in musical works.		<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. 32		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Recap of previous lesson using RCA technique.  Draw learner's attention to the new lesson's content standard and indicator(s).	
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to identify and explain the categorization of musical works into binary, ternary, through-composed, or free fantasia.  1. <b>Binary Form:</b> <i>Binary form is a musical structure consisting of two distinct sections labeled as A and B. The sections are typically different in melody, harmony, or both. The form is commonly represented as A-B and is often used in dances, marches, or simple folk songs.</i>  2. <b>Ternary Form:</b> <i>Ternary form is a musical structure comprising three sections labeled as A, B, and A (or sometimes ABA). The middle section (B) usually contrasts with the first and last sections (A). Ternary form is commonly found in classical music, such as minuets, scherzos, and some larger-scale compositions.</i>  3. <b>Through-Composed:</b> <i>Through-composed music is a form in which each section or phrase presents new and distinct material. It lacks significant repetition or the return of previous sections. Through-composed structures are often found in art songs, opera arias, or progressive rock compositions, where the music progresses continuously without strict adherence to repeated sections.</i>  4. <b>Free Fantasia:</b> <i>A free fantasia is a type of musical composition characterized by its improvisatory nature and lack of a predetermined structure. It allows the performer considerable freedom in interpretation and exploration. Free fantasias can be found in various genres, including jazz, avant-garde, and certain forms of world music.</i>  Learners in groups listen and tell if the form of an art musical work is binary, ternary or through composed or free fantasia.	Pictures and Videos

	<p>Guide learners to discuss the categorization of musical works into ballad, verse-bridge song, verse-chorus song, or verse-chorus-bridge.</p> <p>1. <b>Ballad:</b> <i>A ballad is a narrative song that often tells a story. Ballads typically have a repetitive structure, with verses that advance the storyline and a refrain or chorus that repeats throughout the song. The verses and chorus of a ballad may vary in melody and lyrics, but they maintain a consistent musical and rhythmic framework.</i></p> <p>2. <b>Verse-Bridge Song:</b> <i>In a verse-bridge song, the structure consists of alternating verses and a bridge section. The verses typically contain the main lyrical content and melody, while the bridge provides a contrasting section with different lyrics and often a different chord progression. This structure is commonly used in pop, rock, and folk music.</i></p> <p>3. <b>Verse-Chorus Song:</b> <i>The verse-chorus song structure is one of the most popular and recognizable forms in popular music. It consists of alternating verses and a chorus section. The verses tell a story or present different lyrical content, while the chorus serves as a catchy, repetitive section that often contains the main theme or hook of the song. This structure is prevalent in pop, rock, country, and many other genres.</i></p> <p>4. <b>Verse-Chorus-Bridge:</b> <i>The verse-chorus-bridge structure expands upon the verse-chorus song form by adding a bridge section. In addition to the alternating verses and chorus, a bridge section provides a contrasting musical and lyrical element. It often serves as a departure from the main theme or provides a climactic moment in the song before returning to the familiar verse-chorus pattern.</i></p> <p><u>Assessment</u> Learners in groups listen and tell if the form of a pop musical work is ballad, verse-bridge song, verse-chorus song or verse-chorus-bridge.</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>	