

FIRST TERM
WEEKLY LESSON PLAN – B9
WEEK 1

Week Ending: 06-10-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Design
Class: B9	Class Size:	Sub Strand: Creativity, Innovation & The Design Process
Content Standard: B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society		Indicator: B9 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society
		Lesson: 1 of 1
Performance Indicator: Learners can describe the differences between creativity and innovation		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Creativity, Innovation, Design, Solution	
Reference: Creative Arts And Design Curriculum P.g. 44		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display images or short video clips of two scenarios: a person brainstorming with sketches and notes (representing creativity) and another of someone improving or optimizing a product or process (representing innovation).</p> <p>Ask learners to discuss in pairs or small groups what they observe and hypothesize about the differences between the two scenes.</p> <p>Share performance indicators and introduce the lesson</p>	
PHASE 2: NEW LEARNING	<p>Divide learners into pairs or small groups.</p> <p>Assign each group to use textbooks, online resources, or other available materials to research and define 'creativity' and 'innovation'.</p> <p>After research, each group will discuss their findings and prepare a brief presentation to share with the class, highlighting the key differences between creativity and innovation.</p> <p>Facilitate a class discussion about how creativity and innovation work together in developing solutions for societal problems.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> How would you define creativity in your own words? What is the primary difference between creativity and innovation? Can you provide an example of a situation where innovation improved a creative idea? 	Pictures and charts

	4. Why are both creativity and innovation important when addressing societal problems?	
PHASE 3: REFLECTION	<p>Summarize the importance of creativity as the birth of new ideas and innovation as the optimization or improvement of these ideas.</p> <p>Emphasize that while they have distinct definitions, both are vital in problem-solving and design for society.</p>	

Week Ending: 06-10-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Visual Arts
Class: B9	Class Size:	Sub Strand: Media And Techniques
Content Standard: B9. 2.1.1. Demonstrate understanding and apply media and techniques in casting, assemblage and folding		Indicator: B9. 2.1.1.1 Explore and identify media and techniques used to create visual artworks by casting, assemblage and folding
Performance Indicator: Learners can explore and identify media and techniques used to create visual artworks		Lesson: 1 of 1
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
Key words	Casting, Assemblage, Folding, Realia	
Reference: Creative Arts And Design Curriculum P.g. 46		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Display a piece of artwork that combines casting, assemblage, and folding.</p> <p>Ask learners to guess or identify the techniques used in the artwork.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
PHASE 2: NEW LEARNING	<p>Divide learners into small groups.</p> <p>Provide each group with a set of illustrations, pictures, and realia showcasing different tools, materials, and equipment.</p> <p>Ask learners to identify and record information on these tools and materials, focusing on their potential use in casting, assemblage, or folding.</p> <p>Allow each group to discuss and share their findings with the class.</p> <p>Using the tools and materials from Activity 1, learners are to test each one, classifying them under casting, assemblage, or folding based on their findings.</p> <p>Discuss the reasons for their classifications in their groups.</p> <p>Ask each group to display their classified tools and materials on a table or designated area, creating three zones: Casting, Assemblage, and Folding.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> Which technique involves pouring liquid material into a mold? How would you differentiate between assemblage and folding based on the tools and materials used? 	Pictures and Videos

	<ol style="list-style-type: none">3. Why is it important to classify tools and materials when planning an artwork?4. Can one tool be used for both casting and assemblage? Give an example.	
PHASE 3: REFLECTION	Summarize the key findings from the activities and discussion. Encourage learners to think about how they might use these techniques in their own artwork in the future.	

Week Ending: 06-10-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Music)
Class: B9	Class Size:	Sub Strand: Media And Techniques
Content Standard: B9. 2.1.2. Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music		Indicator: B9 2.1.2.5 Sing in pitch triads on all the seven degrees of the scale horizontally (arpeggios) and vertically (harmony)
Performance Indicator: Learners can understand and practice singing in pitch triads on all seven degrees of the scale, both horizontally (as arpeggios) and vertically (as harmony)		Lesson: 1 of 1
Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3		
Key words	Arpeggio, Harmony, Triad, Scale Degree	
Reference: Creative Arts And Design Curriculum P.g. 48		
Phase/Duration	Learners Activities	Resources
PHASE I: STARTER	<p>Play a familiar song for learners that prominently features arpeggios and harmony.</p> <p>Ask them to listen closely and identify when they hear individual notes played in succession and when they hear them played simultaneously.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
Sing and/or perform on melodic instruments triads built on all the seven degrees of the scale melodically	<p>Introduce learners to the concept of an arpeggio, explaining it as playing or singing the notes of a chord in a sequence.</p> <p>Play or demonstrate arpeggios for different scale degrees on a piano or another instrument.</p> <p>Have learners practice singing arpeggios for each of the seven scale degrees in small groups.</p> <p>Explain the concept of harmony, emphasizing the simultaneous sounding of two or more notes.</p> <p>Play or demonstrate harmonized triads on a piano or another instrument.</p> <p>Pair up learners and have each pair sing harmonized triads, with one student singing the root note while the other sings either the third or the fifth.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is the difference between an arpeggio and a harmony? 2. How many scale degrees are typically in a major or minor scale? 	Music box, pictures and charts

	<p>3. When singing a triad, which scale degrees are typically involved?</p> <p>4. How can harmony add depth or emotion to a piece of music?</p>	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the importance of arpeggios and harmony in music.</p> <p>Encourage learners to listen for these elements in songs they hear outside of class and to think about how they can use them in their own singing or music-making.</p>	