

FIRST TERM
WEEKLY LESSON PLAN – B9
WEEK 2

Week Ending: 13-10-2023		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? Why are both creativity and innovation important when addressing societal problems? 	Pictures and charts	

<p>PHASE 3: REFLECTION</p>	<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>	
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Week Ending: 13-10-2023	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 identify media and techniques used to create visual artworks by casting, assemblage and folding.		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 diverse artworks created using casting, assemblage, and folding.</p> <p>Prompt learners to discuss in small groups which technique(s) they believe were used for each piece, laying the groundwork for the day's lesson.</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>	
PHASE 2: NEW LEARNING	<p>Briefly demonstrate the basics of casting, assemblage, and folding techniques.</p> <p>Provide learners with a variety of materials and tools. Allow them to experiment and create their own artefacts using one or more of the introduced techniques.</p> <p>Set up a gallery walk where learners display their artworks.</p> <p>Ensure learners provide both positive feedback and constructive suggestions, fostering a supportive creative environment.</p> <p>Discuss the importance of safety, maintenance, and sustainability in the art room.</p> <p>Highlight the appropriate ways to store various tools, clean different materials, and organize the workspace.</p> <p>Instruct learners to apply their knowledge to clean and restore the art room. They should properly store tools and materials, ensuring that everything is in its designated place and that the workspace is safe and tidy.</p> <p><u>Assessment</u></p>	Pictures and Videos

	<ol style="list-style-type: none">1. What is the main difference between casting and folding?2. How does assemblage differ from the other two techniques?3. Why is it important to maintain and safely store our art tools and materials?4. How did peer feedback influence or change your perspective on your artwork?	
PHASE 3: REFLECTION	Summarize the day's activities, emphasizing the value of different artistic techniques, the importance of feedback in the creative process, and the necessity of maintaining a safe and organized workspace.	

Week Ending: 13-10-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Dance and Drama)
Class: B9	Class Size:	Sub Strand: Media And Techniques
Content Standard: B9. 2.1.3: Demonstrate understanding and application of media and techniques in Dance and Drama	Indicator: B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama	Lesson: 1 of 1
Performance Indicator: Learners can identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Improvisation, Harmony/Balance, Blocking, Masking	
Reference: Creative Arts And Design Curriculum P.g. 51		
Phase/Duration	Learners Activities	Resources
PHASE I: STARTER	<p>Show a short clip from a well-known musical or theater production.</p> <p>Ask learners to observe the actors' movements, the use of space, and how props are integrated. This will introduce them to the essence of improvisation, balance, and blocking in a real-world context.</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>Start by defining 'performance space' and its importance. Provide learners with a blank stage layout. Ask them to label parts they are familiar with.</p> <p>Discuss their labels and then introduce additional parts of the performance space they might not have identified.</p> <p>Initiate a discussion about which body parts are most expressive in dance and drama.</p> <p>In groups, learners can improvise short scenes or dance movements, emphasizing the body parts they discussed.</p> <p>Introduce various props and discuss their significance. Let learners experiment with integrating these props into their improvised scenes or dance sequences.</p> <p>Brainstorm learners to explain concepts</p> <ul style="list-style-type: none"> • 'masking' (where one actor blocks another), • 'aside' (a remark made for the audience's understanding but not heard by other characters), • 'apron' (the area of the stage closest to the audience), and • 'linear and circular patterns' in movement. 	Music box, pictures and charts

	<p>Encourage learners to incorporate these techniques in short performances.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. What is the difference between improvisation in dance and drama? 2. Why is understanding the entire performance space vital for an actor or dancer? 3. How can props add depth or dimension to a performance? 4. Define 'masking' and 'aside' and explain their importance in drama. 	
<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>	