

FIRST TERM

WEEKLY LESSON PLAN – B9

WEEK 3

Week Ending: 20-10-2023	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	Lesson: 1 of 1
Performance Indicator: Learners can identify media and techniques used to create visual artworks by casting, assemblage and folding.		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>	Pictures and Videos	

	<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> <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? 	
<p>PHASE 3: REFLECTION</p>	<p>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.</p>	

Week Ending: 20-10-2023	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>	
	<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>	

Week Ending: 20-10-2023	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: B9.2.1.3.9 Experiment and practice by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama	Lesson: 1 of 1
Performance Indicator: Learners can understand the concept of harmony and balance, and practice blocking effectively in dance and drama scenarios.		Core Competencies: PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Key words	Improvisation, Harmony, Blocking, and Posture.	
Reference: Creative Arts And Design Curriculum P.g. 48		
Phase/Duration	Learners Activities	Resources
PHASE I: STARTER	<p>Play a short piece of music. Let learners move freely around the room.</p> <p>When the music stops, shout a keyword, e.g., "Swim!" or "Fight!" Learners freeze in a pose that represents that keyword.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>Divide learners into small groups.</p> <p>Call out the various movements like walking, running, crouching, swimming, fighting, etc.</p> <p>Encourage learners to improvise and perform the movements using dramatic flair and exaggerated postures.</p> <p>Rotate the movements, allowing for each group to try multiple ones.</p> <p>Introduce stage directions: DR (Down Right), UL (Up Left), DC (Down Center), DL (Down Left), CC (Center Center).</p> <p>Ask learners to move according to these directions, ensuring they understand each position.</p> <p>Introduce stage profiles: open profile, close profile, full back, and full front.</p> <p>Lastly, introduce positions: 1st, 2nd, 3rd, 4th. Let learners practice transitioning between these positions fluidly.</p>	Music box, pictures and charts

	<p><u>ASSESSMENT</u></p> <p>Keeping the learners in their groups, ask each group to create a group artwork in place or in motion with stage balance/harmony in mind and use appropriate language to give supportive and informative peer- and self-evaluation.</p> <p>Encourage learners to ensure their scenes have harmony and balance, meaning no part of the stage should feel "too empty" or "too crowded."</p>	
<p>PHASE 3: REFLECTION</p>	<p>Discuss the importance of stage presence, harmony, and improvisation in drama.</p> <p>Encourage learners to notice these elements when they watch plays or movies.</p>	