


FIRST TERM

WEEKLY LESSON PLAN – B9

WEEK 4

Week Ending: 27-10-2023		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. 2.1.1.2 Experiment by using techniques in casting to create visual artworks	
Performance Indicator: Learners can experiment by using techniques in casting to create visual artworks		Lesson: 1 of 1	
Core Competencies: Decision Making Creativity, Innovation Communication			
Key words	Casting, Filled-in, hump, hollow		
Reference: Creative Arts And Design Curriculum P.g. 47			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Begin by showcasing a few artworks created using different casting techniques. Ask learners: "What differences can you spot in these artworks?"</p> <p>Draw attention to the new lesson's content standard and indicator(s).</p>		
PHASE 2: NEW LEARNING	<p>Engage learners to discuss each casting technique: filled-in, hump, and hollow.</p> <p><u>1. Filled-in Casting:</u> The mold is entirely filled with material, producing a solid piece. - Example: Pouring melted metal into a mold to create a solid metal figurine.</p> <p><u>2. Hump Casting:</u> Material is draped over an external mold shape. - Example: Draping clay over a dome-shaped mold to create a bowl.</p> <p><u>3. Hollow Casting:</u> Material forms a shell on the mold's inner surface, resulting in a hollow piece. - Example: Pouring liquid latex into a face-shaped mold and pouring out the excess to create a hollow mask.</p> <p>Show examples of each technique and demonstrate a basic version of each method using easily available materials like plaster.</p>	Pictures and Videos	
			

	<p>Distribute materials to learners and ask them to design their own artworks. Encourage sketches or rough drafts before they begin casting.</p> <p>Learners should choose their preferred casting technique and start creating their artworks.</p> <p>Allow learners to display their finished pieces in a designated area. Encourage them to walk around, observe others' works, and think of constructive feedback for their peers.</p> <p>Display cast artworks for appreciation, reflection and review using peer- and self-evaluation for feedback. Examples of art specific language vocabulary: form, casting, hump and hollow.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Can you explain the difference between the filled-in and hollow casting techniques? 2. Which casting method might be best for creating a bowl? Why? 3. How does the hump casting technique differ in appearance from the hollow method? 4. Why is it important to choose the appropriate casting technique for a specific design or 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: 27-10-2023	DAY:	Subject: Creative Arts And Design
Duration: 60MINS		Strand: Performing Arts (Dance and Drama)
Class: B9	Class Size:	Sub Strand: Creative and Aesthetic Expression
Content Standard: B9 2.2.3 Producing a dance drama	Indicator: B9.2.2.3.7 Perform an original dance drama and/or one act play on socio-cultural issues	Lesson: 1 of 1
Performance Indicator: Learners can create an original dance drama or one-act play that explores a specific socio-cultural issue.		Core Competencies: Decision Making Creativity, Innovation Communication
Key words	Sanitation, energy, conservation, socio-cultural.	
Reference: Creative Arts And Design Curriculum P.g. 85		
Phase/Duration	Learners Activities	Resources
PHASE I: STARTER	<p>Begin the lesson with a thought-provoking question or statement related to socio-cultural issues, such as: "Why is it important to address socio-cultural issues in our community?"</p> <p>Discuss the responses as a class and create a mind map on chart paper to record learners' ideas.</p> <p>Draw learner's attention to the new lesson's content standard and indicator(s).</p>	
	<p>Brainstorm learners to list potential socio-cultural issues (e.g., sanitation, energy conservation) and briefly introduce each one.</p> <p>In small groups, have learners select an issue they are passionate about and want to address through their dance drama or one-act play.</p> <p>In their groups, learners will brainstorm ideas for their original dance drama or one-act play, incorporating the selected issue.</p> <p>Encourage them to create a script or choreography that highlights the issue, its impact, and potential solutions.</p> <p>Provide guidance and support as needed, ensuring that each group has a clear plan for their performance.</p> <p>Allocate time for groups to rehearse and refine their performances.</p> <p>Encourage creativity in costume design, use of props, and selection of music.</p>	Music box, pictures and charts

	Invite a selected audience, which may include other learners, teachers, or parents, to watch the performances.	
PHASE 3: REFLECTION	Have a class discussion where learners share their reflections and insights from the assessment questions. Encourage them to consider how they can take action to address the socio-cultural issue they explored.	