

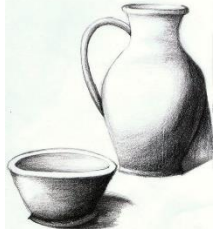


**FIRST TERM**  
**WEEKLY LESSON PLAN – B8**  
**WEEK 2**

<b>Week Ending:</b> 20-01-2023	<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 explore available manual and digital tools, materials and techniques for drawing, shading and coloring		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
<b>Key words</b>	Digital, techniques	
<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>Brainstorm learners to mention some common tools and materials for drawing, shading, and coloring.</p> <p>Display the tools and materials on the teachers table for learners to observe.</p> <p>Using the pick and say technique, have learners identify the names of the tools and materials and tell its uses.</p> <div style="text-align: center;">  </div> <p>Engage learners to explore to determine and document the nature and suitability of other available manual tools, materials and techniques for drawing, shading, and coloring for appreciation and reflection.</p> <p>E.g. of tools: T-square, set square, protractor, paper, cardboard, pencil.</p> <p><u>Assessment</u> Identify four tools and materials for drawing shading, and coloring.</p>	T-square, set square, protractor, paper

<b>PHASE 3:</b> <b>REFLECTION</b>	Ask learners to do the following by ways of reflecting on the lesson: <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>	
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<b>Week Ending:</b> 20-01-2023	<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/ memory and imagination, print making and weaving		<b>Indicator:</b> B8. 2.1.1.1 Explore media and techniques in drawing from direct observation/ memory and imagination, print making and weaving to express own views in visual artworks to encourage recording and research skills.
<b>Performance Indicator:</b> Learners can draw from direct observation/ memory and imagination		<b>Lesson:</b> 1 of 1
<b>Key words</b>		<b>Core Competencies:</b> PL5.2: PL6.1: CG5.4: PL6.2: DL5.3
Observation, memory , imagination		
<b>Reference:</b> Creative Arts And Design Curriculum P.g. 28		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: 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).	
<b>PHASE 2: NEW LEARNING</b>	Brainstorm learners to discuss the various types of drawing. Observation drawing and imagination drawing.  Guide learners to state the difference between observation/memory and imagination.  Model a direct observation/memory drawing for learners to observe.    Guide learners to identify, describe, classify and record the tools, materials and equipment for drawing from direct observation/memory and imagination, print making and weaving.  Model an imaginative drawing as learners observe along	Pictures and Vidoes



Guide learners to test and classify the tools, materials, equipment according to their uses in drawing direct observation/memory and imagination, print making and weaving.

Assessment

Learners to make two each of observation/memory and imagination drawing.

**PHASE 3:  
REFLECTION**

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> 20-01-2023	<b>DAY:</b>	<b>Subject:</b> Creative Arts And Design
<b>Duration:</b> 60MINS	<b>Strand:</b> Performing Arts (Dance & Drama)	
<b>Class:</b> B8	<b>Class Size:</b>	<b>Sub Strand:</b> Media And Techniques
<b>Content Standard:</b> B8. 2.1.3. Demonstrate understanding of Ghanaian dance forms	<b>Indicator:</b> B8.2.1.3.8 Identify various Ghanaian Dance types and their context of performance	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can Identify various Ghanaian Dance types and their context of performance		<b>Core Competencies:</b> PL5.6: CI 5.5. CC 7.5
<b>Key words</b>	Dance, performance	
<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 mention some Ghanaian dance and the people that performs it.  Guide learners to identify the dance types and categories. (religious, war and sociocultural)  Have learners compare and contrast the types and categories.  Explore the context of performance.	Pictures and Videos
<b>PHASE 3: 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?	