

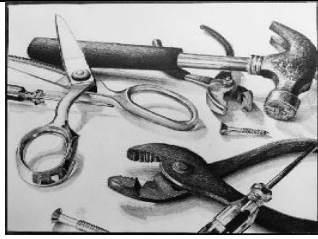


WEEKLY LESSON PLAN

CREATIVE ARTS AND DESIGN – B7

WEEK 3

Date:	Period:	Subject: Creative Arts and Design	
Duration:		Strand: Visual arts	
Class: B7	Class Size:	Sub Strand: Media and Techniques	
Content Standard: B7. 2.1.1 Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling.		Indicator: B7 2.1.1.1. Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling	Lesson:
Performance Indicator: Learners can identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing.		Core Competencies: CP5.2: CI5.1: DL5.3	
Reference: Creative arts and design curriculum P.g 6			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Recap with learners to find what they already know about creative art. Share performance indicators and introduce the lesson		
PHASE 2: NEW LEARNING	Show learners pictures on tools, materials and equipment for still-life, pattern making and modelling.  <i>Modeling tools</i>  <i>Pattern making tool</i>	Picture pencils, paper, charcoal pencil, pastel, cutters, scissors, brushes, crayon, colour, measuring tools, clay, play dough	



Still- life tools


Guide learners to identify tools and materials for making still-life drawing. e.g. pencils, pens, charcoal pencils, paper


Learners identify and group tools and materials from a variety of sources under still-life, pattern making and modelling.

Guide learners to describe the tools and materials by drawing and stating their uses.

**PHASE 3:
REFLECTION**

Learners talk about the tools and materials used according to their nature and uses.

Date:	Period:	Subject: Creative arts and design	
Duration:		Strand: Performing Arts - Music	
Class: B7	Class Size:	Sub Strand: Media and Techniques	
Content Standard: B7. 2.1.2. Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.		Indicator: B7 2.1.2.6 Identify durational symbols and move/perform their value in relation to the semibreve.	Lesson:
Performance Indicator: Learners can demonstrate the understanding and apply scale, note durational values and simple time beat patterns in music.		Core Competencies: CC9.1: CP 6.7: PL5.2: CI 6.6:	
Reference: Creative arts and design curriculum P.g 10			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Ask learners to play a <i>stone passing game</i> in small groups around their tables.</p> <p>Ask a learner to sing “<i>Daa N’a se</i>” and move to the song.</p> <p>Draw attention to the new lesson’s content standard and indicator(s)</p>		
PHASE 2: NEW LEARNING	<p>Guide learners to explain the concept of rhythm. <i>Rhythm is an ordered recurrent of strong and weak elements in the flow of sound and silence in speech.</i></p> <p>Display the symbols for duration for learners to identify and learn their names.</p>  <p>Assist learners to describe the shapes of the musical notation and demonstrate how to write them.</p> <p>Ask learners to draw them <i>on line</i> and <i>in space</i>.</p> <p>Ask learners to sing the first part of the ‘<i>Da N’a Se, Da N’a Ase</i>’ song again now clapping every note in the song. Ask them to figure out which symbols will represent the duration of the notes they clapped. Discuss the numerical values of the symbols.</p>	Image of durational symbols	

	<p>Have learners internalize the crotchet note as the beat (or pulse). Take them through the clapping of the rhythmic patterns.</p>  <p>Get learners into small groups to practice the rhythmic <i>pattern</i>.</p> <p>Assessment: Ask learners to write a one-bar rhythm for their peers to play on any available instruments.</p>	
<p>PHASE 3: REFLECTION</p>	<p>Summarize the lesson by allowing students to reflect, and share the knowledge acquired.</p>	