


## SECOND TERM WEEKLY LESSON NOTES

### CREATIVE ARTS AND DESIGN – B7

#### WEEK 4

<b>Date:</b> 3 <sup>rd</sup> June, 2022	<b>Period:</b>	<b>Subject:</b> Creative arts and design	
<b>Duration:</b>		<b>Strand:</b> Creative Arts	
<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Media and Techniques	
<b>Content Standard:</b> B7. 2.1.1 Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling		<b>Indicator:</b> B7 2.1.1.3 Experiment by using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can demonstrate the techniques to test and prepare clay for modelling		<b>Core Competencies:</b> CC9.4: CP5.2: CI5.1: DL5.3	
<b>Reference:</b> Creative arts and design curriculum P.g 7			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	<p>Show a video/ pictures on how to prepare and test clay and pulp paper for modelling.</p> <p>Learners answer questions to motivate them on how to prepare and test clay for modelling. For example. How do you prepare clay for modelling?</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Brainstorm learners and explain how to prepare and test clay and pulp paper for modelling.</p> <p>Let learners Identify and use hand building techniques for modelling in clay, play dough, plasticine, papier mâché (pulp paper).</p> <div style="text-align: center;">  </div> <p>Let Learners practice the techniques in modelling in clay and play dough.</p>	pictures or videos of hand building	

<b>PHASE 3:</b> <b>REFLECTION</b>	Ask learners to tell what they have learnt.  Let learners display models for appreciation and reflection w	
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<b>Class:</b> B7	<b>Class Size:</b>	<b>Sub Strand:</b> Creative and Aesthetic Expression	
<b>Content Standard:</b> B7. 2.2.3 Dance and Drama: Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.		<b>Indicator:</b> B7.2.2.3.8 Plan a display of own and others' artwork in dance and drama that reflect the history and culture of the community	<b>Lesson:</b>
<b>Performance Indicator:</b> Learners can demonstrate the ability to use concepts of design process		<b>Core Competencies:</b> CC 8.3: CC9.4: CC 9.6	
<b>Reference:</b> Creative arts and design curriculum P.g 17			
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Engage learners to perform rhythmic physical exercises (SSNIT Pension Scheme Games). Call: Pension oo, Pension! Response: Pension! Call: SSNIT is proper, pension! Response: Pension		
<b>PHASE 2: NEW LEARNING</b>	Guide learners to discuss how events (e.g. birthday parties) are planned in the community.  In groups, assist learners discuss and come up with the following ideas: suitable venues, dates, time, chairs, canopies, public address system, etc.	<i>Posters, notices, letters, radio and TV sets, etc.</i>	
<b>PHASE 3: REFLECTION</b>	Summarize key ideas in planning drama and/or dance performance reflection		