Fayol Inc. 0547824419/0543062525

THIRD TERM

WEEKLY LESSON PLAN – B9

WEEK 5

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| **Week Ending:** | | **DAY:** | | | **Subject:** Creative Arts And Design | | | |
| **Duration:** 60MINS | | | | | **Strand:**  Design | | | |
| **Class:** B9 | | | **Class Size:** | | **Sub Strand:**  Creativity, Innovation & The Design Process | | | |
| **Content Standard:**  B9 1.3.1 Demonstrate understanding of creativity and innovation in terms of the design process and its application in developing design solutions to problems in society | | | | **Indicator:**  B9 1.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can analyze the design features of everyday products. | | | | | | **Core Competencies:**  PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| **Key words** | Product, Design, Repurposing, Sustainability | | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum Pg. 44 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Display the everyday products in front of the class. Ask learners: What are these objects? What are they typically used for?  Explain that every product is designed with a specific purpose in mind.  Discuss how the design features (shape, materials, etc.) of a product contribute to its functionality (how well it performs its intended task). | | | | | |  | |
| PHASE 2: **NEW**  **LEARNING** | Divide learners into pairs, each assigned a specific product.  Provide them with time to closely examine the product. Guide them through the following questions:   1. What is the main function of this product? 2. Describe some key design features of this product. (e.g., shape, material, moving parts) 3. How do these features help the product perform its function?   Introduce the concept of repurposing. Explain how existing products can be creatively modified to solve different problems.  Challenge learners to think beyond the original purpose of their assigned product.  Ask learners to brainstorm ways in which their product could be modified to address a social or environmental challenge.  Encourage them to consider the product's design features and how they could be adapted for a new purpose.  Have each pair share their product, the identified challenge, and their proposed modifications with the class.  Encourage discussion and feedback on the different ideas.  Assessment  Choose the product you analyzed in class. Describe its original purpose and some of its design features.  Identify a social or environmental challenge that this product could be modified to address. (e.g., water scarcity, waste reduction)  Explain how you would modify the design of this product to address the chosen challenge. Be specific about the changes you would make and how they would be helpful.  Why do you think repurposing existing products can be a valuable approach to problem-solving? | | | | | | A variety of everyday products with different functionalities (e.g., water bottle, stapler, shoebox) | |
| PHASE 3:  **REFLECTION** | Summarize the key findings from the activities and discussion.  Encourage learners to think about how they might use these techniques in their own artwork in the future. | | | | | |  | |

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| **Week Ending:** | | | **DAY:** | | | **Subject:** Creative Arts And Design | | | |
| **Duration:** 60MINS | | | | | | **Strand:**  Visual Arts | | | |
| **Class:** B9 | | | | **Class Size:** | | **Sub Strand:**  Media And Techniques | | | |
| **Content Standard:**  B9. 2.2.1 Exhibit art works produced from competencies and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures | | | | | **Indicator:**  B9. 2.2.1.3 Organise an appreciation and appraisal of artworks produced using inspiration and ideas from different times, cultures and other relevant topical issues. | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can collaborate on planning and organizing a class exhibition of their artwork. | | | | | | | **Core Competencies:**  PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| **Key words** | Exhibition, Collaboration, Self-evaluation, Peer-review | | | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum P.g. 53 | | | | | | | | | |
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| Phase/Duration | | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | | Briefly discuss the previous lesson on analyzing artwork. Highlight the importance of appreciating and understanding art.  Explain that today's lesson will focus on planning and organizing a class exhibition to showcase their own artwork. | | | | | |  | |
| PHASE 2: **NEW**  **LEARNING** | | Divide learners into small groups. Using a large sheet of paper or the whiteboard, brainstorm ideas for the class exhibition.  Consider the following:   * **Theme:** Is there a specific theme that ties the artwork together? * **Presentation:** How will the artwork be displayed (on walls, tables, etc.)? * **Labels:** What information should be included with each artwork (artist name, title, materials)? * **Overall Ambiance:** How can the exhibition space be decorated to create an inviting atmosphere?   Have each group present their brainstorming ideas to the class. Through class discussion, decide on a cohesive plan for the exhibition.  Learners will prepare their artwork for display based on the chosen presentation method.  Distribute the worksheet with prompts for self-evaluation:   * Describe your artwork and the message you want to convey. * Identify the elements and principles of art used in your artwork. * What are the strengths and weaknesses of your artwork (consider composition, materials, etc.)?   Once artwork is prepared, organize a classroom walkabout for peer-review.  Learners will use sticky notes to provide constructive feedback to their classmates' artwork based on the self-evaluation worksheet prompts.  Assessment  Briefly describe your artwork and the message you want to convey.  Identify the elements and principles of art used in your artwork (line, shape, color, texture, form, balance, contrast, etc.)  What are the strengths and weaknesses of your artwork? | | | | | | Learners' artwork created in the previous lesson | |
| PHASE 3:  **REFLECTION** | | Summarize the key findings from the activities and discussion.  Encourage learners to think about how they might use these techniques in their own artwork in the future. | | | | | |  | |

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| **Week Ending:** | | **DAY:** | | **Subject:** Creative Arts And Design | | | |
| **Duration:** 60MINS | | | | **Strand:**  Performing Arts (Music) | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:**  Media And Techniques | | | |
| **Content Standard:**  B9.2.2.2. Exhibit competences in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues | | | **Indicator:**  B9. 2.2.2.6 Organize an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitize the public on emerging topical issues | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can analyze feedback and use it to refine their performance skills. | | | | | **Core Competencies:**  PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| **Key words** | Feedback, Aesthetic Appreciation, Refine, Disseminate | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum Pg. 51 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Briefly play a short clip of an engaging musical performance (any genre).  Ask learners: What did you enjoy about this performance?  How did the musicians work together to create a successful performance?  Explain that today's lesson focuses on receiving and utilizing feedback to improve their own musical skills. | | | | |  | |
|  | Gather a diverse audience for the feedback session. This could include fellow learners, teachers, and parents (if possible).  Play the recorded video clip of the learners' musical performance. Encourage the audience to take notes and observe the performance with a critical yet constructive eye.  Distribute the feedback form to the audience members. The form can include questions about aspects like musicality, stage presence, teamwork, and overall effectiveness.  Allow time for the audience to complete the forms.  Collect the feedback forms and discuss them as a class. Focus on both positive aspects of the performance and areas for improvement.  Encourage respectful communication and emphasize learning from the feedback.  Based on the feedback received, guide learners in brainstorming ways to improve their performance skills.  Consider aspects like practice techniques, stage presence, and musical interpretation. | | | | | Recorded video clip of learners' musical performance (from previous lesson or activity) | |
| PHASE 3:  **REFLECTION** | Summarize the key findings from the activities and discussion.  Encourage learners to think about how they might use these techniques in their own artwork in the future. | | | | |  | |