Fayol Inc. 0547824419/0543062525

SECOND TERM

WEEKLY LESSON PLAN – B9

WEEK 4

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| **Week Ending:** 02-02-2024 | | **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 appreciate and share their insights on the significance of creativity in the design process. | | | | | | **Core Competencies:**  PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| **Key words** | Creativity, innovation, appreciation, design | | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum P.g. 44 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson with a thought-provoking question: "Can you think of a product, technology, or design that you find innovative or creative? Why?"  Allow learners to share their thoughts and discuss as a class. This sets the stage for understanding the role of creativity in design.  Share performance indicators and introduce the lesson | | | | | |  | |
| PHASE 2: **NEW**  **LEARNING** | Provide examples of design projects or innovations and ask learners to analyze the information.  Discuss what makes each example creative or innovative. Use this as an opportunity to introduce the concept of design thinking.  Break down the design process into stages (e.g., research, ideation, prototyping, testing) and discuss each stage with the learners.  Use real-world examples to illustrate how these stages are applied in different design projects.  Assign each group a design scenario (e.g., designing a new school backpack, a smartphone app, or a sustainable transportation system).  Have them brainstorm ideas, sketch designs, and outline the steps they would take in each stage of the design process.  Each group presents their design scenario and the steps they would take.  Encourage a class discussion on the diversity of ideas and approaches.  Discuss the importance of appreciating different perspectives in the design process.  Assessment   1. "What aspect of the design process did you find most interesting or challenging during today's activity?" 2. "How did creativity contribute to the diversity of ideas within your group?" 3. "Reflect on a real-world example of innovation. How did the design process play a role in its development?" 4. "In what ways can appreciation for creativity enhance collaboration and problem-solving in the design process?" | | | | | | Pictures and charts,  Examples of design projects or innovations  Internet access for research (if available) | |
| 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:** 02-02-2024 | | | **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. 2.2.1.2 Plan and display artworks that reflect the influence of a range of different times, cultures and topical issues. | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can apply knowledge and skills to organize an exhibition in Visual Arts, considering various aspects such as artefacts, target audience, space, finance, and publicity. | | | | | | | **Core Competencies:**  PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| **Key words** | Cultural Influence, Topical Issues, Exhibition, Curator | | | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum P.g. 53 | | | | | | | | | |
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| Phase/Duration | | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | | Begin the lesson with an engaging activity. Show images of two contrasting artworks—one influenced by a specific culture and another addressing a topical issue.  Ask learners to observe and discuss the differences in style, theme, and cultural context.  Encourage them to share their interpretations and opinions.  Draw attention to the new lesson’s content standard and indicator(s). | | | | | |  | |
| PHASE 2: **NEW**  **LEARNING** | | Provide learners with a selection of artifacts or artworks from different times and cultures.  In small groups, have them investigate the cultural influences and topical issues represented in each piece.  In groups, assign each team a theme (e.g., "Cultural Diversity," "Environmental Issues") for their exhibition.  Learners will design a layout for their exhibition, considering the artifacts, target audience, space/venue, finance, and publicity.  Each group presents their exhibition concept to the class. Encourage them to articulate their choices in curation, space design, and consideration of the target audience.  After each presentation, facilitate a brief feedback session where groups provide constructive comments and suggestions to their peers.  Encourage reflection on the diversity of ideas presented.  Assessment   * "How did your group consider cultural influences and topical issues in the curation of your exhibition?" * "What challenges did you face in planning the layout and theme of your exhibition, and how did you address them?" * "Reflect on the feedback received from your peers. How did it enhance your understanding of exhibition planning?" * "In what ways does organizing an exhibition contribute to a deeper appreciation of diverse artworks and cultural expressions?" | | | | | | Various types of paper (colored, patterned, origami paper, etc.)  - Scissors  - Glue  - Markers or colored pencils | |
| 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:** 02-02-2024 | | | **DAY:** | | **Subject:** Creative Arts And Design | | | |
| **Duration:** 60MINS | | | | | **Strand:**  Performing Arts (Dance and Drama) | | | |
| **Class:** B9 | | | **Class Size:** | | **Sub Strand:**  Media And Techniques | | | |
| **Content Standard:**  B9. 2.1.3 Demonstrate understanding and application of media and techniques in Dance and Drama | | | | **Indicator:**  B9.2.1.3.9 Experiment and practice by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can identify and practice various positions on stage, including profiles and positions. | | | | | | **Core Competencies:**  PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| **Key words** | Profile, full back, Positions, stage, balance, harmony | | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum P.g. 51 | | | | | | | | |
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| Phase/Duration | | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | | Begin the lesson with a short discussion on the concept of stage positions.  Ask learners if they are familiar with terms like "profile," "full back," and "front." Show images or short video clips from the teacher's pack to illustrate these positions on stage.  Discuss why understanding stage positions is important for performers and how it contributes to a visually balanced performance.  Draw learner’s attention to the new lesson’s content standard and indicator(s). | | | | |  | |
|  | | In pairs or small groups, have learners practice different stage positions—profiles, full back, and variations of dance positions.  Encourage them to experiment with body angles and explore how these positions can convey different emotions or themes.  Assign each group the task of creating a visual artwork using the large sheets of paper.  Emphasize the importance of achieving stage balance and harmony in their composition. They can represent characters, scenes, or abstract concepts through their artwork.  Encourage groups to discuss and plan how to distribute elements within their artwork to achieve visual balance.  Each learner should contribute ideas and consider the overall composition.  Allow each group to present their artwork to the class. After each presentation, facilitate a brief discussion on how the group achieved balance and harmony in their composition.  Assessment   * "How did your group apply stage positions to create visual balance in your artwork?" * "What challenges did you encounter in achieving stage harmony, and how did your group address them?" * "Reflect on your own contribution to the group. How did you communicate and collaborate with your peers?" * "In what ways do stage positions and balance contribute to the overall aesthetics and impact of a theatrical performance?" | | | | | Music box, pictures and charts, Open space for movement | |
| 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. | | | | |  | |