WEEK 5

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| **Week Ending:** | | **DAY:** | | **Subject:** Creative Arts And Design | | | |
| **Duration:** 60MINS | | | | **Strand:**  Performing Arts (Dance and Drama) | | | |
| **Class:** B9 | | **Class Size:** | | **Sub Strand:**  Creative and Aesthetic Expression | | | |
| **Content Standard:**  B9 2.2.3 Producing a dance drama | | | **Indicator:**  B9.2.2.3.7 Perform an original dance drama and/or one act play on socio-cultural issues | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can create an original dance drama or one-act play that explores a specific socio-cultural issue. | | | | | **Core Competencies:**  Decision Making Creativity, Innovation Communication | | |
| **Key words** | Sanitation, energy, conservation, socio-cultural. | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum P.g. 85 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin the lesson with a thought-provoking question or statement related to socio-cultural issues, such as: "Why is it important to address socio-cultural issues in our community?"  Discuss the responses as a class and create a mind map on chart paper to record learners' ideas.  Draw learner’s attention to the new lesson’s content standard and indicator(s). | | | | |  | |
|  | Brainstorm learners to list potential socio-cultural issues (e.g., sanitation, energy conservation) and briefly introduce each one.  In small groups, have learners select an issue they are passionate about and want to address through their dance drama or one-act play.  In their groups, learners will brainstorm ideas for their original dance drama or one-act play, incorporating the selected issue.  Encourage them to create a script or choreography that highlights the issue, its impact, and potential solutions.  Provide guidance and support as needed, ensuring that each group has a clear plan for their performance.  Allocate time for groups to rehearse and refine their performances.  Encourage creativity in costume design, use of props, and selection of music.  Invite a selected audience, which may include other learners, teachers, or parents, to watch the performances. | | | | | Music box, pictures and charts | |
| PHASE 3:  **REFLECTION** | Have a class discussion where learners share their reflections and insights from the assessment questions.  Encourage them to consider how they can take action to address the socio-cultural issue they explored. | | | | |  | |

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| **Duration:** 60MINS | | | | **Strand:**  Performing Arts (Dance and Drama) | | | |
| **Class:** B9 | | | **Class Size:** | **Sub Strand:**  Creative and Aesthetic Expression | | | |
| **Content Standard:**  B9. 2.2.3: Producing a Dance Drama | | **Indicator:**  B9.2.2.3.9. Organize an appreciation and appraisal of own and others’ dance and drama artworks that reflect a range of different times, cultures and topical issues | | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can appreciate and appraise of one's own and others' dance and drama artworks | | | | | **Core Competencies:**  Decision Making Creativity, Innovation Communication | | |
| **Key words** | Appreciation, Appraisal, Dance, Drama | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum P.g. 56 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Begin with a short video clip or performance of a dance or drama artwork that represents a specific time, culture, or topical issue.  After the presentation, ask learners to share their initial thoughts and feelings about the performance.  Draw learner’s attention to the new lesson’s content standard and indicator(s). | | | | |  | |
|  | Define the terms "appreciation" and "appraisal" in the context of dance and drama artworks.  Explain the importance of critically evaluating and valuing artistic expressions.  Show or present various dance and drama artworks that represent different times, cultures, or topical issues.  Encourage learners to observe, analyze, and discuss the elements that make each performance unique.  Divide the class into groups and assign each group a specific artwork to analyze.  In their groups, learners should discuss and answer questions related to the performance's themes, cultural context, and the emotions it conveys.  Have learners organize an art exhibition where they showcase their own dance and drama artworks that reflect various times, cultures, and topical issues.  Encourage learners to provide descriptions and explanations of their pieces.  Assessment   1. What does it mean to appreciate and appraise dance and drama artworks? 2. Can you identify a dance or drama performance that resonated with you during the lesson? What aspects of the performance stood out? 3. During the art exhibition, what was the most interesting or impactful artwork you encountered, and why? | | | | | Music box, pictures and charts | |
| 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? | | | | |  | |

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| **Duration:** 60MINS | | | | | **Strand:**  Performing Arts (Dance/Drama) | | | |
| **Class:** B9 | | | **Class Size:** | | **Sub Strand:**  Connections In Local And Global Cultures | | | |
| **Content Standard:**  B9. 2.3.3. Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues | | | | **Indicator:**  B9.2.3.3.6 Create and perform a one act play or dance based on your selected African creative work (dance/drama) | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can create and perform a one-act play or dance inspired by a selected African creative work. | | | | | | **Core Competencies:**  PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| **Key words** | Style, Instruments, Song themes, Forms | | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum Pg. 54 | | | | | | | | |
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| Phase/Duration | | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | | Begin the lesson with a discussion on the importance of storytelling and performance in preserving cultural heritage.  Show a short video clip or present excerpts from an African play or dance.  Ask learners to share their initial thoughts and feelings about the performance.  Draw learner’s attention to the new lesson’s content standard and indicator(s). | | | | |  | |
|  | | Define key terms: cultural elements, artistic expression, one-act play, dance.  Discuss the significance of creating and performing works inspired by African creative expressions.  Outline the objective of the lesson: to create and perform a one-act play or dance based on a selected African creative work.  Provide learners with a list of African creative works (plays or dances) or allow them to choose their own.  Instruct them to research and select a work that resonates with them culturally.  Guide learners through an analysis of their chosen creative work, identifying cultural elements, themes, characters, and emotions.  Discuss how they can adapt and interpret these elements in their own creations.  Divide the class into small groups for plays or individual learners for dances.  Instruct them to create scripts for a one-act play or choreography for a dance based on their selected creative work.  Allocate time for rehearsals, allowing learners to refine their performances.  Encourage collaboration and experimentation with movements, dialogue, and expressions.  Each group or student performs their one-act play or dance for the class.  Consider recording the performances for later reflection and evaluation. | | | | | Props and costumes,  Resources on African creative works | |
| 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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| **Content Standard:**  B9. 2.3.3. Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues. | | | | **Indicator:**  B9.2.3.3.7 Conduct a performance review | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can arrange and critically appraise a live performance or view recorded creative works | | | | | | **Core Competencies:**  PL5.2: PL6.1: CG5.4: PL6.2: DL5.3 | | |
| **Key words** | Appraisal, Criteria, Storytelling, Emotional impact | | | | | | | |
| **Reference:**  Creative Arts And Design Curriculum Pg. 54 | | | | | | | | |
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| Phase/Duration | | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | | Begin the lesson with a brief discussion on the importance of live performances and the impact of recorded creative works.  Ask students to share their experiences attending live performances or watching recorded ones.  Discuss the elements they find most captivating in a performance.  Draw learner’s attention to the new lesson’s content standard and indicator(s). | | | | |  | |
|  | | Define key terms: live performance, recorded creative work, cultural elements, artistic expression, and appraisal.  Discuss the significance of arranging live performances or viewing recorded works for critical appraisal.  Outline the objective of the lesson: to arrange and critically appraise a live performance or view recorded creative works.  Provide a list of recorded creative works or suggest upcoming live performances.  Allow students to vote on their preferences or choose works related to the topics covered in class.  Discuss logistics such as venue, date, and tickets and organize a screening session in the classroom or recommend online platforms.  Distribute appraisal worksheets that include criteria such as cultural authenticity, artistic expression, storytelling, and emotional impact.  Instruct students to take notes during the live performance or while watching recorded works. Arrange the live performance or initiate the screening session.  Encourage students to immerse themselves in the experience, paying attention to the identified criteria.  Facilitate a discussion on the strengths and weaknesses of the performance. Encourage students to share their appraisals and insights. | | | | | Recorded performances or access to live performances (plays, dances, etc.) | |
| 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. | | | | |  | |