

BASIC 7

WEEKLY LESSON PLAN – WEEK 8

Learning Indicator(s)	B7. 2.3.2		
Performance Indicator	B7. 2.3.2.4 Appreciate and appraise an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc.		
Week Ending	04-11-2022		
FORM	B.S.7		
Subject	Creative Art & Design		
Reference	Curriculum, Teachers Resource Pack, Learners Resource Pack		
Teaching / Learning Resources	Pictures, Word Chart, Video Player, Flip Chart.		
DAYS	PHASE 1 : STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
MONDAY 31-10-2022	Learners brainstorm to explain the meaning of Neo-Traditional Music.	<ol style="list-style-type: none"> Learners are to be guided to identify indigenous and neo-traditional groups in within their community. Discuss the styles, instruments, song themes and dance movements of indigenous and neo-traditional groups. <p>Neo-Traditional music;</p> <p>Neo-traditional music is any contemporary music following in the footsteps of cultural tradition; it is typically acoustic, with simple melodies and spare instrumentation.</p>	<p>Core Competencies;</p> <ol style="list-style-type: none"> Ability to combine information and ideas from several sources to reach a conclusion Develop and express respect, recognition and appreciation of others' cultures Show a strong sense of belongingness to one's culture



Instruments used by Neo-Traditional Groups;

1. variety of drums including the djembe, talking drum and dundun.
2. Tambin (Flute)
3. slit gongs
4. rattles and double bells
5. different types of harps, and harp-like instruments such as the Kora and the ngoni, as well as fiddles
6. many kinds of xylophone and lamellophone such as the mbira.

THURSDAY
03-11-2022

Review Learners knowledge on the previous lesson.

1. Learners brainstorm to identify examples of Indigenous and Neo-Traditional groups in their community.
2. Discuss the Songs and Performances of the Indigenous and Neo-traditional groups.
3. Learners in small groups to compare and contrast the two selected indigenous and neo-traditional types.

Core Competencies;

1. Ability to serve group members effectively.
2. Speak clearly and explain ideas.
3. Share a narrative or extended answer

Indigenous and Neo-Traditional groups;

1. The Wulomei



2. Kakatsitsi and friends



3. Injoly style (by Samuel Tetteh Addo)



Examples of Ghanaian neo-traditional performance;

1. konkoma
2. simpa
3. bor- borbob
4. kpanlogo

while speaking to a group.

4. Apply appropriate diction

and structure sentences correctly for narrative, persuasive, imaginative and expository purposes

5. Use digital tools to create novel things