

EaD Comprehensive Lesson Plans



or



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BASIC 7

WEEKLY LESSON PLAN – WEEK 4

Strand:	Creative Arts		Sub-Strand:	Connections in Local and Global Cultures	
Content Standard:	B7. 2.3.2. Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues.				
Indicator (s)	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.		Performance Indicator: Learners can identify examples of indigenous songs.		
Week Ending					
Class	B.S.7	Class Size:		Duration:	
Subject	Creative Arts & Design				
Reference	Creative Art Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook				
Teaching / Learning Resources	Poster, Pictures, Audio set.		Core Competencies:	<ul style="list-style-type: none">Ability to combine information and ideas from several sources to reach a conclusionDevelop and express respect, recognition and appreciation of others cultures	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
WEDNESDAY	Learners brainstorm to explain the meaning of Neo-Traditional Music.	<div>1. Learners are to be guided to identify indigenous and neo-traditional groups in within their community.</div> <div>2. Discuss the styles, instruments, song themes and dance movements of indigenous and neo-traditional groups.</div> <div>Neo-Traditional music;</div> <div>Neo-traditional music is any contemporary music following in the footsteps of cultural tradition; it is typically acoustic, with simple melodies and spare instrumentation.</div>			Reflect on dance movements in your community.



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

many kinds of xylophone and lamellophone such as the mbira.

THURSDAY




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.

Summarize the lesson.

Exercise;

1. State 3 examples of Indigenous songs
2. Write 2 examples

	<div>Indigenous and Neo-Traditional groups;</div> <div>1. The Wulomei</div> <div></div> <div>2. Kakatsitsi and friends</div> <div></div> <div>3. Injoly style (by Samuel Tetteh Addo)</div> <div></div> <div>Examples of Ghanaian neo-traditional performance;</div> <div>1. konkoma</div> <div>2. simpa</div> <div>3. bor- borbor</div> <div>4. kpanlogo</div>	<div>of neo</div> <div>traditional</div> <div>songs.</div>
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Name of Teacher:

School:

District: