

EaD Comprehensive Lesson Plans



or



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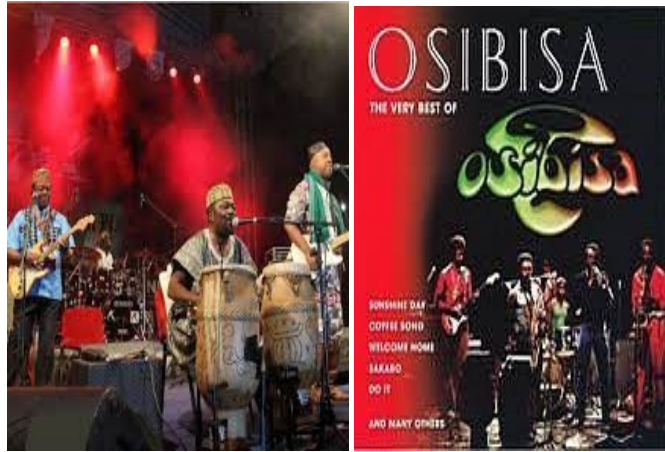
<https://TrendingGhana.net>

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BASIC 7

WEEKLY LESSON PLAN – WEEK 5

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 neo-traditional music groups in their community.		
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. Discuss with Learners on the elements of neo-traditional music.</div> <div>2. Show learners video and pictures of indigenous musical forms and explain the genres involved.</div> <div>3. Assist learners to identify examples of neo-traditional music groups in their Community.</div> <div>Elements of Neo-Traditional Music;</div> <ul style="list-style-type: none">Primacy of rhythm.Call and Response as the most important form.Tone colour and flexibility of pitch.Personalization and the wide latitude of personal expression.			<div>Through questions and answers, conclude the lesson.</div> <div>Exercise;</div> <div>State 5 elements of neo-traditional music.</div>

		<ul style="list-style-type: none"> Percussiveness of sound, both in vocal and instrumental music. Emphasis on improvisation. 	
THURSDAY	Discuss with Learners on the meanings of terms that describe aesthetic viewpoints in evaluating a musical work.	<ol style="list-style-type: none"> Assist learners to describe the similarities and difference between indigenous and neo-traditional groups within the community. Learners in small groups to discuss and report to the class on two selected indigenous and neo-traditional genre types. Discuss the importance of indigenous and neo-traditional genre types with the Learners.  <p>Fanti osibisaaba music is a neo-traditional genre that combines Akan percussion with guitars and accordions brought by sailors. Originating in the coastal regions of the Ghana, osibisaaba also reached rural Ghana, where the seprewa (an Akan harp-lute) was adopted as the lead instrument.</p> <p>Importance of Indigenous and neo-traditional genre types;</p> <ul style="list-style-type: none"> To form the culture. To pass information. To describe reality. To express feelings and emotions. To entertain. To exchange knowledge and experience. 	<p>Reflect on the importance of indigenous and neo-traditional genre types.</p> <p>Exercise;</p> <ol style="list-style-type: none"> Write 2 similarities and 3 difference between indigenous and neo-traditional music. State 3 neo-traditional groups you know.

		<ul style="list-style-type: none">• To inspire, motivate and make “call to action”.• To make business and develop the economy.	
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Name of Teacher:

School:

District: