

EaD Comprehensive Lesson Plans



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BASIC 8

WEEKLY LESSON PLAN – WEEK 10

Strand:	Creative Arts		Sub-Strand:		Connections in Local and Global Cultures	
Content Standard:	B8. 2.3.3. Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artists that reflect a range of different times, cultures and topical issues.					
Indicator (s)	B8.2.3.3.7 Organize a group discussion to appreciate dance and/or plays of own and other cultures, environment and topical issues.			Performance Indicator: learners can distinguish between cultural appreciation and cultural appropriation.		
Week Ending	01-09-2023					
Class	B.S.8	Class Size:		Duration:		
Subject	Creative Arts & Design					
Reference	Creative Art Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook					
Teaching / Learning Resources	Chart, Poster, Picture, video		Core Competencies:		<ul style="list-style-type: none">Develop and express respect, recognition and appreciation of own others' cultureAbility to combine information and ideas from several sources to reach a conclusionExhibit a sense of nationality and global identityTake on different roles in their team to complete a task	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN				PHASE 3: REFLECTION

TUESDAY	Learners brainstorm to explain the importance of dance to Ghana and her culture.	<ol style="list-style-type: none"> 1. Discuss the cultural benefits of dance with the Learners. 2. Assist Learners to describe the roles of music, dance and drama in ethnic identify. 3. Learners brainstorm to compare dance and drama performances from own culture and other cultures based on environment and topical issue. <p>Music and identity</p> <p>Music is a human universal, but its meaning is not (Titon 2009b). It occurs in many settings and includes many different kinds of action and ways of organising sound into meanings. Researchers have stressed that the fundamental meaning of music lies not in objects (e.g., a musical work) but in actions, what people do. To study music is to study the multitude of meaning-makings of musical practices. To make music is “to take part, in any capacity, in a musical performance, whether by performing, by listening, by rehearsing or practicing, by providing material for performance (what is called composing), or by dancing” (Small 1998, p.9). Small coins the term “musicking” to capture this conceptual meaning: all the meaning-making practices that contribute to a musical performance. This activity is not unidirectional, from musician to listener. Instead, it is a dynamic process involving context and culture, thereby creating, maintaining, and changing meanings.</p>	Through questions and answers, conclude the lesson.
WEDNESDAY	Discuss the difference between “Cultural appreciation” and “Cultural appropriation” with the Learners.	<ol style="list-style-type: none"> 1. Learners brainstorm to explain the need to appreciate others culture. 2. Discuss with Learners on examples of Cultural appreciation. <p>Cultural appreciation is when you earnestly seek to learn about or explore a different culture.</p> <p>You learn. You listen. You strive to understand. You seek to honor its beliefs and traditions. Not for your own personal gain—money, fame, or the Instagram photo. But to simply honor the culture and its people.</p> <p>Appreciating different cultures like this is a fantastic part of being alive today. The problem is, there’s a fine line between appreciating a culture and appropriating from it.</p> <p>But what exactly is cultural appropriation? It’s something many of us are just recently coming to understand. It</p>	<p>Reflect on the need to appreciate others culture.</p> <p>Exercise;</p> <p>State 5 reasons why it is important to appreciate others culture.</p>

		<p>wasn't until 2017 that the term was added to the Oxford English Dictionary, which defined it as:</p> <p><i>"The unacknowledged or inappropriate adoption of the practices, customs, or aesthetics of one social or ethnic group by members of another (typically dominant) community or society."</i></p> <p>There are many examples of cultural appropriation, easily visible in pop culture, sports, the arts, and even the fashion industry. But it isn't just celebrities that get stuck. All of us are susceptible to this.</p> <p>For example, it's popular to refer to your group of friends as your "tribe."</p> <p>It's meant to express closeness between you and your friends, but it can actually be a form of appropriation, perpetuating a harmful stereotype of both African and Native American cultures—specifically, the notion that they are somehow less "civilized" than other cultures. Used this way, the term demeans these cultures rather than honoring them.</p> <p>Examples of Cultural Appreciation</p> <p><i>1: Visit a Mosque</i></p> <p>In 2016, a group of Christian pastors visited a mosque for the first time.</p> <p>They, like many other Americans, didn't personally know a single person of the Muslim faith. They had never visited a mosque before and didn't understand the culture. They also lived in a world where headlines were dominated by ISIS, Islamophobia, and toxic stereotypes.</p> <p>So they committed to learning more, and, more importantly, to gain a real understanding of a new culture. They didn't just read about it or speak to a single person. They, as a group, visited a mosque so they could experience the culture firsthand.</p> <p>They asked questions. They listened. They allowed themselves to be taught.</p> <p>It wasn't a one-way street. Their Muslim counterparts listened to the pastors' stories and values, too—their understanding of what it means to be Christian. This is an example of two cultures coming together, leaders building bridges and setting a positive example.</p>	
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School:

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