BASIC 8

WEEKLY LESSON PLAN – WEEK 5

Strand:	Design		**Sub-Strand:**	Creativity, Innovation and Design	
Content Standard:	B8 1.2.1 Demonstrate understanding of creativity and innovation in terms of the design process, and its application in developing design solutions to problems in society.				
Indicator (s)	B8 1.2.1.3 Demonstrate ability to apply the design process to create artefacts that solve specific problems in the local community.		**Performance Indicator:** Learners can identify the design processes in relation to creativity and innovations.		
Week Ending	09-02-2024				
Class	B.S.8	**Class Size:**		**Duration:**	
Subject	Creative Art and Design				
Reference	Creative Arts Curriculum, Teachers Resource Pack, Learners Resource Pack.				
Teaching / Learning Resources	Poster, Pictures, Video, Drawing Book, Pencil, colours		**Core Competencies:**	• Communication and Collaboration • Critical Thinking Creativity and Innovation	

DAY/DATE	**PHASE 1 : STARTER**	**PHASE 2: MAIN**	**PHASE 3: REFLECTION**
TUESDAY	Learners brainstorm to Identify examples of design artefacts in the classroom.	1. Discuss the purposes of design artefacts with the Learners. 2. Briefly explain the meaning of “Prototype” to the Learners. 3. Assist Learners to identity the importance of prototyping. A prototype is a simple experimental model of a proposed solution used to test or validate ideas, design assumptions and other aspects of its conceptualization quickly and cheaply, so that the designer/s involved can make appropriate refinements or possible changes in direction. Prototype to Empathize, Define, Ideate, and Test We can — and should — use prototyping as part of various stages of Design Thinking. You can use prototyping as an ideation method, as it allows you, as well as users, to explore alternative solutions. This is possible because prototypes are physical representations of your solutions, and thus prototyping allows you to think by doing. Adopting a ‘thinking by doing’ mindset is extremely helpful in letting you derive more value from researching, defining, ideating, and testing. **Some of the purposes that prototypes fulfil are:**	Learners in small in small groups to discuss and report to the class about how prototyping works. **Exercise;** 1. What is a Prototype ? 2. Write 5 importanc e of prototypi ng.

Exploring and Experimentation
You can use prototypes to explore problems, ideas, and opportunities within a specific area of focus and test out the impact of incremental or radical changes.
Learning and Understanding Use prototypes in order to better understand the dynamics of a problem, product, or system by physically engaging with them and picking apart what makes them work or fail.
Engaging, Testing, and Experiencing
Use prototyping to engage with end users or stakeholders, in ways that reveal deeper insight and more valuable experiences, to inform design decisions going forward.

Inspiring and Motivating
Use prototypes to sell new ideas, motivate buy-in from internal or external stakeholders, or inspire markets toward radical new ways of thinking and doing.

Bias Towards Action
One of the essential mindsets for Design Thinking listed in d. school's Design Thinking Boot camp Bootleg Toolkit is having a bias towards action:
"Design thinking is a misnomer; it is more about doing than thinking. Bias toward doing and making over-thinking and
meeting." – d. school
This means that analysis paralysis is unable to take hold, because you will investigate each assumption through active testing, instead of theoretically thinking it through. By using controlled experiments, you can either prove or disprove your
assumptions in their real context and thus further refine — or even abandon — your initial idea.

Learning by Doing
One of the most important aspects of Design Thinking is exploring unknown possibilities and uncovering unknown insights. This is the reason the discipline places emphasis on learning and on activities that increase the learning potential of the team. You can boost action-orientated learning by experimenting and exploring the proposed solutions in order to understand what problems may exist with the assumptions behind those solutions. As such, your team can iterate rapidly, modifying your test models and moving you closer and closer
to the goal.

Creative Serendipity
Do breakthrough ideas really just come from nowhere?—A spark of genius in a rush of creativity?

		With the way breakthrough inventions, start-ups, and other revolutionary ideas are “sold” to inspire and encourage creativity, one would think that all we need is flipping a switch to a success mindset. David and Tom Kelley, founders of international design firm IDEO, discuss in their book Creative Confidence the importance of cultivating creative serendipity. They encourage the adoption of approach subject area. The Kelleys cite various examples of people who made breakthroughs not by thinking through solutions but by trying things and figuring them out. One of the best ways to learn about the positive and negative dynamics of your solutions is to take physical action, by experimenting with and exploring potential solutions. When you prototype, you bring your ideas onto a tangible plane, which will enable you and your team to see and discuss the pros and cons, to learn from users’ feedback, and to create little opportunities for creative serendipity. So, stop thinking, and start doing now. **The Take Away** Many times, we tend to invest in exciting new ideas, brainstorming, and planning for their implementation — until we realize, after launching them, that our brilliant designs had no traction with our users. In other words, the assumptions we based our solutions on might have been wrong – and when they are wrong, they can lead to significant wastes of time and resources. Prototyping helps prevent this. Prototyping quickly, and frequently, is the best way to test your assumptions, learn about users, and improve on your ideas. Prototypes can be anything from sketches on a napkin to role-playing: just anything that lets you make your ideas tangible and testable. Prototyping helps create a bias towards action (i.e., make rather than think) and opportunities for creative serendipity — the innovative spark you need to create truly useful and revolutionary solutions	

WEDNESDAY	Learners brainstorm to answer the question "Can creativity be learned?". **Expected Answers;** Yes – Creativity is a skill that can be learned.	1. Assist Learners to differentiate between imagination, Creativity and expression. 2. Explain "art" as an expression to the Learners. 3. Learners brainstorm to identify examples of arts expressions. **Art as expression** Today's society is going through challenging times across the globe and art has contributed into a reaction towards local, as well as national and international issues. With a range of talent, artists are painting ideas that many choose to ignore, using their art as their voice to react to the injustices they see in this world. Within its nature, art has no rules. There are no guidelines to express yourself. Art is meant to be the way the artist wants it to be, and art could be a reaction to outrage to established systems. But just because art could be a reaction to what's going on, does not mean it has to be. Different artists have different stories to tell and different ideas to get across through their art. Art is controversial yet peaceful, simple yet bold. No matter what form art is manifested — be it through a painting, dance or music — it is up to the artist to choose how they express themselves, what expressions they'll share, and which ones they will keep to themselves.	Learners in small groups to discuss about examples of art that critiques society **Exercise;** Explain why Art is an expression.

Name of Teacher: **School:** **District:**