

# EaD Comprehensive Lesson Plans



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**BASIC 9**

**WEEKLY LESSON PLAN – WEEK 10**

Strand:	Creative Arts		Sub-Strand:	Media and Techniques	
Content Standard:	B9. 2.1.3. Demonstrate understanding and application of media and techniques in Dance and Drama				
Indicator (s)	B9 2.1.3.7 Create a simple Dance Drama and/or one act based on a topical issue  B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama		Performance Indicator learners brainstorm to identify examples of performance spaces in Ghana.		
Week Ending	15-11-2024				
Class	B.S.9	Class Size:		Duration:	
Subject	Creative Arts & Design				
Reference	Creative Arts & Design Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.				
Teaching / Learning Resources	Video and Audio Player, Organ, Speaker		Core Competencies:	<ul style="list-style-type: none"><li>• Communication and Collaboration.</li><li>• Critical Thinking and Problem Solving.</li><li>• Creativity and Innovation.</li></ul>	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
WEDNESDAY	Discuss with the Learners about the meaning of “Performance Space”.	<div><div><div>1. Assist Learners to identify parts of a performance space.</div><div>2. Learners brainstorm to mention examples of performance spaces in Ghana.</div><div>3. Discuss with the Learners about the parts of the body and props essential for acting and dancing.</div><div>4. Using an audio player and speakers, play a song for the Learners to dance according to the tune of the song.</div><div>5. Learners in small groups to discuss about the meanings of masking, aside, apron, linear and circular patterns in dance and drama.</div></div><div>Dance performances take place in buildings specially designed for productions; however, the only true necessity for performing dance is a live performer and an audience, not necessarily a building. Performance spaces have traditionally fallen into four basic categories: proscenium theatres, thrust theatres, arena theatres, and found spaces. As technology has evolved in recent decades, dance can be produced in any space, then recorded and distributed to the audience using virtual platforms.</div></div>			<div>Reflect on the parts of a performance space.</div> <div>Exercise;</div> <div><div>1. What is a Performance Space?</div><div>2. State 5 Performance Spaces in Ghana.</div></div>



Te Whaea

Theatre



Basement Theatre

## THURSDAY

Demonstrate on various dance postures whilst Learners observe.

1. Demonstrate on different postures at various levels and perform various movements on the stage or in the performance space.
2. Learners brainstorm to perform simple stage movements.
3. Assist learners in small groups to create a group artwork in place or in motion with stage balance or harmony in mind.

### Dance posture



There are three characteristic dance postures. An upright posture with a straight back is used as an expression of authority in the dance of chiefs and priests. In the second posture the dancer inclines forward from the hips, moving his attention and gestures toward the ground. In the third posture the dancer holds the torso nearly parallel to the ground, taking the body weight onto the balls of the feet. Many riverine people use this posture. The downward stress toward the earth does not necessarily imply that the dancer is heavy-footed. In some cultures the dancers use the full foot in stamping out the rhythms, while in others they may leap or perform light foot movements.

Learners brainstorm to use appropriate language to give supportive and informative peer- and self-evaluation.



Name of Teacher:

School:

District: