

REPUBLIC OF GHANA
MINISTRY OF EDUCATION, SCIENCE AND SPORTS



**Republic of
Ghana**

TEACHING SYLLABUS FOR CREATIVE ARTS
(PRIMARY SCHOOL 4 - 6)

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TEACHING SYLLABUS FOR CREATIVE ARTS

(Primary Schools)

INTRODUCTION:

In recent times, Ghana has embarked upon a constructive national transformation programme which demands identification of important areas of national development, such as agriculture, industry, science and technology, education, health, culture, democracy and the economy. For the nation's forward march, there is the need to prepare the human resource in all related areas of development.

A very crucial element for national development is national creativity. Today, in our attempt to speed up national development, there is the need to lay a strong foundation for national creativity through Creative Arts. However creating should also be fostered through other subjects in the curriculum. The main focus of Creative Arts is critical and creative thinking and responding to performance, problems solving and socio-economic progress.

Creative Arts are essential to the development of emotional, material, spiritual and intellectual life. Opportunities to actively participate in creative or in artistic process (singing, playing an instrument, drawing, carving, acting, dancing, composition and appreciation) enhance the growth of one's imagination and self-expression. Creative Arts provide avenues for strengthening social identity and unity of purpose, discovering the cultural heritage and creating a unifying nation. Apart from unlocking the creative potentials of the individual, Creative Arts are the foundation for the development of skills in Design and Technology, and therefore, preparation for industrial development. Ghana must change from dependence on other people's technologies and finished products to the development of its own indigenous innovation and also train its citizens to creatively add value to national resources.

Likewise, we should begin to add value to our indigenous music, dance and drama.

RATIONALE

The reasons for studying Creative Arts are many. They:

- Transmit, promote and preserve the culture of a nation,
- Help the learner to think critically and imaginatively to develop ideas for designing, making and responding to process and products.
- form a unique component in the development of the minds of learners.
- embrace all domains of knowledge and life:
intellectual, social, psychological, spiritual, artistic/aesthetic and physical.
- affect all classes of people: the rich, poor, educated or uneducated.
- provide avenues for self-expression, visual knowledge and the sense of discrimination between what is beautiful and unpleasant, so that people can make the right choices.
- provide the medium for critical and imaginative thinking, doing/making and responding to processes as well as products.
- help to develop the ability to adapt positively to the changing local and global environment and the need to help sustain it.
- develop skills and aptitudes for learning new knowledge, and prepare pupils for further education and training.

GENERAL AIMS

The Creative Arts syllabus is designed to help pupils to:

- think critically and imaginatively.
- make, re-create and discover knowledge and meaning.
- develop a spirit of innovation, creativity and resourcefulness.
- develop practical skills and different modes of thinking.
- acquire skills to analyse and evaluate creative works and to recognize their personal aesthetic tastes as well as those of others.
- develop human and moral values such as of tolerance, sharing, helping, concentration, discipline, self-confidence, co-operation, honesty, self-awareness, self-expression teamwork and sense of judgment.

SCOPE OF CONTENT:

Creative Arts are an integration of Visual Arts(drawing, weaving, modelling, casting, carving, painting etc.) Sewing and Performing Arts (music, dance and drama)

ORGANISATION AND STRUCTURE OF SYLLABUS

The Creative Arts syllabus is organised in Years , and for each year in three Terms. Each term has sections which are further organised into Units

SECTION 1: CREATING THROUGH, PERFORMANCE, COMPOSITION AND TWO – DIMENSIONAL ACTIVITIES

General Objectives: Pupils will

1. acquire basic knowledge, skills and values through Performance, Composition and Two – Dimensional Art Activities such as picture making, print and pattern-making.
2. develop skills in critical, independent thinking, reasoning and imagination.
3. acquire skills in self-expression.
4. appreciate products of artists/artistes and beauty in the environment.

SECTION 2: CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE – DIMENSIONAL ART ACTIVITIES

General Objectives: Pupils will:

1. develop basic knowledge, skills and values through Performance, Composition and Three-Dimensional Art Activities such as weaving, sewing, modelling, carving, casting, construction, drama, singing, drumming and dancing etc.
2. recognise the importance of originality, design and craftsmanship and performance.
3. acquire skills in self-expression.
4. develop critical independent thinking, reasoning and imagination.
5. recognise the importance of appreciating beauty in the environment and works of artists / artistes.

PRE-REQUISITE SKILLS

Pupils have been exposed to creative activities in kindergarten, and at home where they do most of these activities in music, drawing, painting and dance informally.

TIME ALLOCATION

A maximum of six (6) periods a week of 30 minutes (three double periods of 30 minutes) is recommended for teaching Creative Arts. The six periods should be put into a double period of 60 minutes. Creative Arts must be taught practically and therefore adequate time should be given to the lessons.

SUGGESTIONS FOR TEACHING THE SYLLABUS

The syllabus has been planned in Five columns of Units, Specific Objectives, Content, Teaching Learning Activities and Evaluation.

General Objectives General objectives for the sections have been listed at the beginning of each year. The general objectives are a summary of the specific objectives of the units of the sections. Read the general objectives very carefully before you start teaching the units under. After teaching all the units of a section, go back and read the general objectives again to be sure you have covered the general objectives adequately in your teaching,

Sections and Units: Each section of the syllabus represents Creating Through Two-Dimensional Activities or Creating Through Performance, Composition and Three-Dimensional Activities. A section is divided into units, where a unit consists of a body of knowledge and skills that form a logical aspect of the section.

Column I - Units: The Units in Column 1 provide the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning of a unit will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 - Specific Objectives: Column 2 shows the Specific Objectives for each unit. The 'specific objectives begin with numbers such as 1.2.2 or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers. The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.2.2 means: Section 1, Unit 2 (of Section 1) and Specific Objective 2. In other words, 1.2.2 refers to Specific Objective 2 of Unit 2 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1, of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. Let's say for instance that Unit 2 of Section 2 has two specific objectives: 2.2.1 - 2.2.2. A teacher may want to base his/her test items/questions on objectives 2.2.1 and 2.2.1 and not use the other three objectives. In this way, a teacher would sample the objectives within the units of the section to be able to develop a test that accurately reflects the importance of the various objectives taught in class.

You will note also that specific objectives have been stated in terms of the pupil i.e. "*what the pupil will be able to do after instruction and learning in the unit.*" Each specific objective hence starts with the following: "The pupil will be able to. " This in effect, means that you have to address the learning problems of each individual pupil. It means individualizing your instruction as much as possible such that the majority of pupils will be able to master the objectives of each unit of the syllabus.

As has been said already, the order in which the unit topics appear should not necessarily be the teaching order. There should however, be a linkage in the order in which the units and specific objectives are treated. The teacher will have to study the syllabus carefully and plan ahead the activities the pupils will carry out during a particular lesson. Knowing the requirements of a lesson, the teacher should assemble the tools and materials required for the activities well in advance. The collection of tools and materials must be done by both the teacher and pupils. Other regular materials may be continually collected and stored to be used when needed. When materials are not available in the immediate environment, the teacher should try to contact persons in higher institutions and in the community for help.

As pupils begin work on activities of each lesson, the teacher should serve as a facilitator and motivate the pupils in various ways to sustain their interest. As much as possible, resource persons may be invited to make presentations and demonstrations to the class. Field trips may be organised to the community.

Profile Dimensions

A central aspect of this syllabus is the concept of profile dimensions that should be the basis for instruction and assessment. Learning may be divided into a number of classes. A pupil may acquire some knowledge through learning. The pupil may also learn to apply the knowledge acquired in a new context. For instance, the principles for identifying design elements in the natural and man-made environment may be taught the pupil. If this is done well, the pupil will acquire the knowledge and understanding of design principles. Beyond this, the pupil may be required to apply the elements and principles of design in producing an item such as musical instrument, toy or handkerchief. You will note from the sequence described that the pupil has gone through acquisition of basic knowledge; has acquired practical skills; and has had the opportunity to apply the knowledge acquired in

a particular problem situation. The four learning behaviours, "knowledge" understanding" application" and "practical skills" are referred to as "dimensions of knowledge". "Knowledge" is a dimension; "application of knowledge" is also a dimension. More than one dimension forms a profile of dimensions. A specific objective may be stated with an action verb as follows: *The pupil will be able to describe* Being able to "describe" something after the instruction has been completed means that the pupil has acquired "knowledge". Being able to explain, summarise, give examples etc. means that the pupil has understood the lesson.

Similarly, being able to develop, plan, construct, design, compose etc. means that the pupil can "apply" the knowledge acquired in some new context. You will note that each of the specific objectives in this syllabus contains an "action verb" that describes the behaviour the pupil will be able to demonstrate after the instruction. "Knowledge", "application" etc. are dimensions that should be the prime focus of teaching and learning in schools. Instruction in schools, in most cases has tended to stress knowledge acquisition and memorization to the detriment of other higher level behaviours such as application, analysis etc. The focus of the new form of teaching and learning as indicated in this syllabus and in all others, is to move teaching and learning from the didactic acquisition of knowledge and rote memorisation to a new position where pupils will be able to apply **their knowledge, develop analytical thinking skills, develop plans, design new products, generate new and creative ideas and solutions; and use their knowledge in a variety of ways to deal with problems and issues, solve problems and generally be productive**. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension you have to teach,

Column 3 - Content: The "content" in the third' column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some other cases, you could add more information to the content presented. In any case, try to find more information through reading and personal investigations, to add to the content provided. The use of resource persons will in many cases, help to provide your class with more information and skills. The column also suggests tools and materials that can be used for the unit or lesson.

Column 4 -Teaching and Learning Activities (T/LA): T/LA that will ensure maximum pupil participation in the lessons are presented in Column 4. Try to avoid rote learning and drill-oriented methods and rather emphasise participatory teaching and learning, and also emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. **You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum pupil learning. (As we have implied already, the major purpose of teaching and learning is to make pupils able to apply their knowledge in dealing with issues both in and out of school.** Pupils must be taught to be problem solvers. In this particular subject, pupils are expected to acquire valuable basic practical skills to serve as a foundation for further skill development. Observe and also ensure that pupils exhibit skills and values in their behaviour and in creative activities.

Column 5 - Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments (e.g., designing and drawing), assignments, project work; etc. Try to ask questions and set tasks and assignments that will challenge your pupils to apply their knowledge to issues and problems, and that will engage them in creating new and original items, and developing positive attitudes as a result of having undergone instruction in this subject. Evaluation should also include

observation of processes pupils go through in performing various activities, and the products pupils make. **Processes and products are both equally important and need observation and correction. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that pupils have mastered the instruction and behaviours implied in the specific objectives of each unit.**

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is therefore necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

Note “Practical Skills” must be given 80 per cent of the teaching and learning time to emphasise the point that Creative Arts is more toward the acquisition of practical skills at the school level. The remaining 20 per cent can be used for theoretical aspect of Creative Arts such as, observing, listening, responding, talking, reporting, describing, brainstorming and discussion.

The explanation and words involved in each of the dimensions area as follows:

Knowledge and Understanding (KU)

Knowledge The ability to:

remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.

Understanding The ability to:

explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Application of Knowledge (AK)

Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Use of Knowledge" is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

Application The ability to:

apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover etc.

Analysis The ability to:

Break down materials into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc, recognise unstated assumptions and logical facilities, recognize inferences from facts etc.

Synthesis The ability to:

Put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, design, organise, create, generate, discuss etc.

Evaluation The ability to:

appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials based on some criteria.

You will note from the above that evaluation is the highest form of thinking and behaviour and is therefore the most difficult behaviour. This accounts for the generally poor performance of pupils and people generally on tasks that call for evaluation. Start to develop this important skill early in your pupils by giving them lots of chances to do evaluative thinking, which is judging, appraising and critiquing the quality or worth of products.

Practical Skills (PS)

Practical skills refer generally to the psychomotor domain. This involves the demonstration of manipulative skills using tools/equipment and materials to carry out practical operations, pre-image to solve practical problems, and produce items. The teaching and assessment of practical skills should involve projects, case studies and creative practical tasks.

Skills required for effective practical work are the following:

1. Handling of Tool/Equipment/Materials
2. Observation
3. Craftsmanship/Draftsmanship
4. Perception
5. Creativity
6. Communication

Tools/Equipment/Material Handling: Pupils should be able to handle and use tools/equipment/materials properly for practical to acquire skills through creative activities.

Observation: The pupil should be able to use his/her senses to make accurate observation of skills and techniques during demonstrations. The pupil in this case should be able to apply imitate the techniques he/she has observed for performing other tasks.

Craftsmanship/Draftsmanship: This involves the skilful and efficient handling of materials and tools for accomplishing specific tasks according to the level of the pupils.

Perception: The pupil should be able to respond to his/her environment using all the senses ie. seeing, hearing, smelling, touching, tasting and kinaesthetics. The pupil should be encouraged to apply these senses to every project he/she undertakes.

Originality/Creativity Pupils should be encouraged to be creative or original and be able to use new methods in carrying out projects. Encourage them to be original in making works of arts items and not copy existing work. You can help them to be creative and original by encouraging any little creative effort, technique and product they may develop.

Communication: Pupils should be guided to develop effective oral and written communication skills necessary for group work, reporting and appreciation etc.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the set objectives. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction.

ORGANISATION AND STRUCTURE OF THE SYLLABUS

The Creative Arts syllabus is organized in Years and for each Year, in Three Terms. Each term has sections which are further organized into Units.

MODE OF ASSESSMENT

Assessment in Creative Arts is of practical activities. It consists of School-Based Assessment (SBA) (Continuous Assessment) and End-of- term and Year Assessment.

The practical assessment covers:

- (a) Assessment of process.
- (b) Assessment of product.

Assessment of process: Look for creative and critical thinking, originality of ideas in the work; the design, correct handling and use of tools, materials and equipment. The degree of involvement, attitude to the work (including group work), understanding of the process, procedure, techniques and problem solving ability of the pupils must also be assessed.

Assessment of end product: Assessment of the end product to satisfy the objectives of the lesson, tasks, activity/exercise/assignment projects e.g. Is the pupil able to compose, perform, stitch draw and paint as required by the objectives?

Assessment of finished product or performance also includes the pupils' verbal response or intelligent talks about the work/performance.

Continuous Assessment: This covers practical class exercises, assignment, group **or** individual/ project work with the exception of terminal or end-of-year assessment.

The teacher should AVOID asking pupils to bring purchased items for assessment.

The teacher must also AVOID, criticising or comparing one pupil's work with other works.

NOTE TO THE TEACHERS

The syllabus has been planned in five columns, consisting of Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. In teaching Creative Arts, the teacher should take the pupils through the processes of thinking; acting/doing, using tools and materials and performing with the body and its parts. They will also respond, talk about or appreciate the end product. Taking pupils through this process would help them act and respond with their feelings and evaluate their works/performances.

1. The teacher is obliged to teach and assess Creative Arts practically. The suggested weighting : 80 percent of time for practical activities and 20 percent for theory, totalling 100 percent.
2. All children are potentially creative. The duty of the teacher is to develop or foster it through guidance, motivation and conducive classroom environment.
3. Adequate provision should be made for children with special needs, such as helping to participate fully and actively in class activities.

The attributes or behaviour of a Creative child should be observed and fostered. The Creative child:

- a. is curious about his/her environment
- b. has a store/ repertoire of ideas
- c. is constantly resourceful
- d. has the drive to explore
- e. is willing to try
- f. has a flexible mind
- g. is original in thinking and doing things
- h. is imaginative
- i. has the ability to solve problems

Additionally and Specifically, the Creative child will demonstrate skill in:

- observing.
- perceiving(hearing, smelling, tasting, lifting, touching, seeing).
- imaging/ pre-imaging.
- using the memory.
- exploring.
- experimenting, researching, testing.
- comparing, contrasting.

- ideating, generating ideas/alternatives.
- evaluating/judging.
- selecting media, processes, tools, equipment or instruments.
- understanding the relationship among media, techniques and processes.
- communication or expression of ideas.

The teacher must also be creative, resourceful and:

1. arouse the pupil's curiosity and imagination.
2. guide, help, encourage and motivate the pupils.
3. avoid imposing his/her ideas on pupils.
4. show appreciation and respect for a pupil's work and views.
5. select and plan the scheme of work in a balanced way to include 2-dimensional Performance, Composition and 3-dimensional Art activities.
6. use actual or real life situations as teaching and learning experience.
7. never underestimate the pupil's intelligence and creative abilities.
8. take note of the pupils creative growth:
 - a. Perceptual growth (using the sense in exploring, observing the environment and performing creative activities).
 - b. Emotional growth (the pupils' feelings, attitudes and responses to what he/she thinks, sees and does).
 - c. Aesthetic growth (the pupils' ideas and response to beauty through appreciation and valuing).
 - d. Creating/performing (using ideas, tools, materials, equipments/instruments to create items or perform).
 - e. Cultural Heritage (awareness of works of artists/artistes for appreciation and inspiration).
9. Always encourage pupils to be original, inventive and do their own work.
10. Avoid condemning children's work but encourage them for improvement in their work.
11. Offer pupils' the chance to display their works for appreciation and appraisal

PROCEDURE FOR APPRECIATION

Appreciation is the awareness of the qualities in what we see, listen to and do. It is also an intelligent talk about creative products. When appreciating Creative activities such as dancing, drawing and stitching etc and products such as song, bag and picture etc, the teacher should guide the pupils to ask questions such as:

What work is this? Who made it? Does it solve the problem identified? For whom was it made? It is beautiful? Why is it beautiful? What problem did you face during the activity? How did you solve the problem?

PRIMARY FOUR

General Objectives for Performance, Composition, Two and Three- Dimensional Creative Activities for Primary Four. It is expected that by the end of the Year, the pupils will:

1. understand the use of perception, element of art performance and composition in the natural and man-made environment and use them for activities.
2. develop the ability to more critically and accurately respond to creative activities and products.
3. develop original ideas their creative potential in visual and performing arts.
4. develop ideas to create through performance, composition, two and three-dimensional activities.

PRIMARY 4 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING AND COLOUR WORK Memory and imaginative drawing.	The pupil will be able to: 1.1.1 design and compose a picture.	<u>Designing and composing a picture by drawing and painting e.g. stories, events, scenes, plants, animals, figures, etc.</u> <u>Tools:</u> brush, palettes/containers, etc. <u>Materials :</u> paper, pencil, crayons, paint, various colours, felt pens, paper card, paste etc.	Display tools and materials, needed for the lesson. Work as stated in the content. Guide pupils to identify the materials. Demonstrate the processes of designing and composition. Lead pupils to discuss the themes for the composition. Guide pupils to sketch their ideas with pencil/crayons/chalk on paper/cardboard. Guide pupils to paint their compositions into a picture. Guide pupils to exhibit their works for appreciation/discussion. <u>Skills :</u> planning, designing, composing, drawing, painting, critical and creative thinking, etc. <u>Values :</u> patience concentration, tolerance, Honesty, etc.	Is the pupil able to: sketch and compose ideas on paper/card? paint the picture?

PRIMARY 4 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) Collage with mixed media	The pupil will be able to: 1.1.2 make a picture in collage with mix media.	<u>Making a picture with mixed media</u> <u>Tools</u> : knife, scissors, brush, pencil, etc. <u>Materials</u> : cardboard, cement paper, paper, sand, assorted materials (leaves, feathers, twigs, bark of trees, adhesive)	Arrange a variety of materials collected over a period of time for the lesson. Let pupils discuss the theme for the collage. Pupils to plan and design their work. Demonstrate the process of making collage. Guide pupils to make their collage according to the plans and designs. Assist pupils to display their work for discussion and appreciation. <u>Skills</u> : creativity, designing, composing, etc. <u>Values</u> : determination, concentration, perseverance, self confidence, self-discipline, etc.	Is the pupil able to: try different arrangements by combining seeds, leaves, fabrics, feathers etc together to form a picture and name it?


PRIMARY 4 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERNMAKING, PRINTMAKING AND LETTERING	<p>The pupil will be able to :</p> <p>1.1.1 create items using crayon</p>	<p><u>Creating designs with crayons e.g. crayon transfer, crayon lamination, crayon resist/batik, etc.</u></p> <p><u>Tools:</u> pressing iron, knife, scissors, etc.</p> <p><u>Materials:</u> paper, card, tough polythene, thread, crayons, etc.</p>	<p>Review various things that crayon is used for.</p> <p>Organise and demonstrate various creative activities with crayons e.g. crayon lamination, transfer and resist.</p> <p>Pupil's to design and create patterns using appropriate techniques.</p> <p>Pupils to display and appreciate their works.</p> <p><u>Skills:</u> creativity, designing/patterning, display/exhibition, appreciation, developing ideas etc.</p> <p><u>Values:</u> patience, concentration, curiosity, self-confidence etc.</p>	<p>Assess the ability of pupils to apply skills to create original designs and items.</p>

PRIMARY 4 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 PERFORMANCE	<p>The pupil will be able to :</p> <p>2.3.1 tell stories and role play the characters.</p>	<p><u>Story telling and role playing of characters.</u></p>	<p>Pupils tell one or two known stories individually to the class.</p> <p>Pupils create their own stories and present it in class.</p> <p>Pupils select the roles they want to play.</p> <p>Guide pupils to play their selected roles.</p> <p>Lead pupils to discuss the drama performance.</p>	<p>Is the pupil able to play his/her role correctly?</p>
COMPOSITION (Improvisation) Symbols	<p>2.3.2 combine long and short sounds to create rhythmic patterns.</p>	<p>Creating rhythmic patterns combining long and short sounds (one beat and two beats).</p> <p><u>Materials:</u> clappers, shakers, drums, etc.</p>	<p>Lead pupils to sing a familiar song.</p> <p style="text-align: center;">Abofra Pa</p> <p>1. </p> <p>Lead pupils to clap out the rhythm of the song above.</p> <p>Pupils walk to the rhythm of the song stepping regularly to represent one beat, stepping and bowing to represent two beats.</p> <p>Pupils device symbols to represent one beat and two beats.</p> <p>Pupils to combine their symbols to create rhythmic patterns.</p>	<p>Project Pupils to create rhythmic patterns using their own symbols and perform them in class.</p>

PRIMARY 4 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) LISTENING AND OBSERVING	The pupil will be able to: 2.3.2 identify and comment on the elements of music.	<u>Identifying and discussing elements of music – dynamics, pitch and rhythm.</u> <u>Materials:</u> T.V. set, video, other audio/visual gadgets etc.	Teacher plays a recorded music for pupils to identify the elements of music i.e. dynamics, pitch and rhythm. Teacher leads pupils to discuss the elements: a) dynamics – how loud or low the music is b) pitch – how high or low the music is. c) Rhythm – combination of long and short sounds.	Is the pupil able to demonstrate his/her understanding of the elements of music in the song performed?
	2.3.3 identify basic beats in a piece of music performed (two pulse measure)	<u>Identifying basic beats (two pulse measure) etc.</u>	Teacher plays a popular or indigenous music for pupils to identify the pulse. <u>Skills:</u> talking, singing, creating etc. <u>Values:</u> teamwork, co-operation etc.	Is the pupil able to identify the pulse of the music he/she listened to?

PRIMARY 4 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING	<p>The pupil will be able to:</p> <p>2.4.1 make a plaited item with five (5) strands.</p>	<p><u>Making items by plaiting</u></p> <p><u>Tools:</u> knife, scissors, bodkin etc.</p> <p><u>Materials:</u> Paper, rope; twine or cords; leaves from the palms, fibre etc.</p>	<p>Guide pupils to identify, discuss and prepare (where necessary) suitable materials for plaiting.</p> <p>Pupils to identify plaited items and discuss their nature.</p> <p>Demonstrate the process of plaiting with 5 strands for pupils to observe and practice.</p> <p>Pupils brainstorm, discuss and suggest uses of plaited item.</p> <p>Pupils design and use plaited materials to create useful and beautiful items.</p> <p><u>Skills:</u> splitting, plaiting, shaping, tightening, trimming, designing, critical thinking, creativity, problem solving, etc.</p> <p><u>Values:</u> independence, concentration, self- confidence, resourcefulness, etc.</p>	<p>Pupils to:</p> <p>find out plaited items at home and report for discussion on uses and characteristics.</p> <p>design and make plaited items at school.</p>

PRIMARY 4 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING AND CASTING Pinching Coiling	The pupil will be able to: 2.5.1 make and decorate items.	<u>Making items such as bowls, vases, animal, human forms by pinching and coiling and decorating them.</u> Decoration: e.g. incising, burnishing, impression, painting. <u>Tools:</u> Modelling tools and boards. <u>Material:</u> Clay	Lead pupils to identify and discuss clay and modelled items in the environment. Pupils to develop ideas and discuss problems about items to be made with clay to satisfy needs in the society. Demonstrate how to make and decorate items by coiling, pinching, incising, burnishing, impressing, and painting. Group pupils to prepare materials (if necessary) and use them to make items to satisfy a need. Pupils to display finished items and appreciate them. <u>Skills:</u> designing, making ,developing ideas, problem solving, coiling, pinching, incising, impressing, painting, decorating, preparation of materials, modelling etc. <u>Values:</u> tolerance, co-operation, patience, self-expression etc.	Pupils to make and decorate an item: individually for self-expression. to satisfy an identified need based on a theme and teamwork.

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION, ASSEMBLAGE AND PAPERWORK Designing and modelling Items from memory, Imagination and experience.	The pupil will be able to: 2.6.1 design, make and decorate an item by construction and assemblage.	<u>Making and decorating items with Appropriate skill in construction Assemblage.</u> Making of folders, envelopes, kites, decorative items from memory, imagination, experience / perception. <u>Tools:</u> For cutting, joining, stitching piercing, gluing e.g. knife, scissors, brush, bodkin, etc. <u>Materials:</u> Scrap paper, card, string, thread, adhesive, colour, scrap fabric, metal, wood, plastics, etc.	Stimulate the interest and imagination of pupils on the topic through stories, brainstorming, pre-imaging and display of samples. Pupils to identify and suggest appropriate materials and techniques for making functional and decorative items by construction and assemblage. Demonstrate various techniques in designing and making of items for pupils to practice e.g. cutting, folding, glueing, stitching, construction and assemblage. Assign pupils tasks to design, make and decorate items by construction and assemblage. Pupils to display works for appreciation and appraisal of their own work and that of others. <u>Skills:</u> binding, cutting, gluing, stitching joining, etc. <u>Values:</u> self-expression, determination, patience, etc.	Pupils to: design , make and decorate items for a kite exhibition. make decorative items for the room for a performance in drama or music.

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING AND COLOUR WORK Outline and object drawing (shading)	The pupil will be able to: 1.1.1 draw and shade to make a picture.	<u>Drawing and shading to make a picture</u> Drawing of basic shapes, e.g. regular shape, polygons, circles, squares, trees, fruits – mangoes vegetables, pepper. Shading in two tones using (pencil, charcoal, crayons, etc). <u>Tools:</u> brush, palette, containers for mixing colours. <u>Materials :</u> pencil, charcoal, paper/card, pen, chalk, felt pen, paint, ball pen, etc.	Arrange a collection of objects over a period of time, as stated in the content. (natural and man-made) Guide pupils to observe features such as size, shape, colour, texture, cast shadow, etc. Demonstrate how to compose, draw and shade objects in two tones. Guide pupils to compose and draw the outlines of two objects. Guide pupils to shade their drawings in two tones using mass shading. Encourage pupils to draw boldly to fill the picture area during the process. <u>Skills :</u> shading, composing, creativity, understanding, drawing, etc. <u>Values:</u> , self-confidence, truthfulness, concentration, etc.	Is the pupil able to : draw the outline of individual objects? shade in two tones? Assist pupils to display/ mount works for appreciation, through questions and answers.
Mosaic with different media.	1.1.2 Create a picture in mosaic.	Creating a picture in mosaic e.g. elephant, bird, cars head, nose, etc. Using paper in different colours as background. Cutting and pasting of tesserae (piece of materials cut out in regular sizes) <u>Tools and materials :</u> magazines, news-papers, scissors, paste/ glue, card/paper, colour, brush e.g. picture in mosaic.	Assemble tools and materials as in content for pupils to identify. Pupils to observe and discuss examples of Mosaic. Explain the cut pieces (tesserae used in mosaic e.g. paper, egg, shells, glass, etc). Guide pupils to cut tesserae in Regular (same) shapes.	

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) MAKING PICTURES DRAWING AND COLOUR WORK			<p>Pupils to compose and draw the desired objects in outline e.g. human head, animal – bird, dog, aeroplane, etc. on a surface and paste cut tesserae within the drawn objects and the background.</p> <p>Encourage pupils to compose and make bold pictures.</p> <p><u>Skills</u> : identification, designing, cutting, pasting, drawing, composing etc.</p> <p><u>Values</u>: concentration, self-confidence, patience etc.</p>	<p>Projects</p> <p>Pupils to plan, design and create a picture in mosaic to decorate a place of their choice.</p>

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

NIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 Freehand Lettering	The pupil will be able to: 1.2.1 use appropriate skills to do free hand lettering.	<u>Freehand lettering with appropriate skills</u> Freehand Lettering should be uniform in characteristics and be readable. <u>Tools:</u> brush, pen, pencil, chalk, crayon, computer etc. <u>Materials:</u> paper, card, ink etc.	Review lesson on pen lettering. Discuss the characteristics of letters and qualities of freehand lettering. Demonstrate how to write the letters in upper and lower cases. NOTE: As the name implies Freehand Letters are not constructed and any tool can be used. Pupils can use the computer if available. Guide pupils to write alphabets, words and messages. Pupils display their work for appreciation. <u>Skills:</u> lettering, computer skills, communication, appreciation, appraising, self-expression etc. <u>Values:</u> patience, diligence etc.	Assignment Pupils to apply skills in freehand lettering to create and write notices sign posts, labels and slogans on human values and topical issues e.g. sanitation, road safety, HIV/AIDS, child rights, kindness, tolerance etc.

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 COMPOSITION (Improvisation)	The pupils will be able to : 2.3.1 create drum accompaniment patterns.	<u>Creating drum accompaniment patterns.</u> <u>Materials/Instruments:</u> drums, bell, rattles ,castanets, clappers etc.	Teacher plays the time-line of any indigenous musical type and invites pupils to create short rhythmic patterns to accompany it. A selected pupil sings a section of an Indigenous song. The rest of the class is invited to accompany the singing with improvised drum and bell patterns as in an ensemble setting.	Project: Pupils in groups compose a short drum music for performance in class.
PERFROMANCE	2.3.2 demonstrate skills in dance movements.	<u>Demonstrating skills in dance movements e.g. Adowa, Kpanlogo, Kundum, Bawa, Agbadza.</u>	Perform excerpts (sections) of dances available in the locality and ask pupils to imitate. Pupils dance to drum patterns of selected local ensembles played by other class members. NOTE: Ensure correct Leg and Arm movements. <u>Skills:</u> creating, drumming, dancing, singing, composing, self-expression etc. <u>Values:</u> self-confidence, patience, tolerance, co-operation etc.	Is the pupil able to demonstrate skills in correct leg and arm movements?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) LISTENING AND OBSERVING	Pupils will be able to: 2.3.3 describe the expressive qualities of the elements of music.	<u>Describing the expressive qualities of the elements of music:</u> e.g. Dynamics- loudness, softness, tempo (speed). Tone colour- quality of sound of musical instruments. Rhythm- combination of long and short sounds. Texture- how different sounds combine in music. <u>Materials/Instruments:</u> drums of any ensemble.	Pupils listen to a variety of songs and describe the dynamic changes that occur in them. Pupils listen to indigenous vocal music like Nnwomkoro, Gbotohawo, etc. and identify the voice parts and instruments used. Play a recording of drum music and ask pupils to describe the variations that occur in the patterns played by the master drummer.	Project Teacher plays a recording of an indigenous vocal music and invites pupils to identify: <ol style="list-style-type: none"> Two voice parts. Two percussion instruments playing. High-pitched instruments Low-pitched instruments. Is the pupil able to describe the expressive qualities of the elements?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING	<p>The pupil will be able to:</p> <p>2.4.1 design and make items by coiling and stitching using an appropriate technique.</p>	<p><u>Making items by coiling and stitching.</u> e.g. African and lazy squaw stitches.</p> <p><u>Tools:</u> knife, scissors, bodkin etc.</p> <p><u>Materials:</u> cane ,raffia, rope, corn, shuck, leaves from the palms, screw pine ,plantain/banana stems, bulrush, nylon cord, ribbons etc.</p>	<p>Guide pupils to identify and prepare the materials for coiling and stitching.</p> <p>Pupils to handle, compare and determine the characteristic of the materials for coiling and stitching.</p> <p>Demonstrate and guide pupils to design and make items by coiling and stitching using available tools, materials and technique.</p> <p>Pupils to designing their finished items for appreciation.</p> <p><u>Skills</u> : designing, comparing, handling, determining, differentiating, coiling, stitching, appreciating, etc.</p> <p><u>Values</u> : truthfulness, patience, self-confidence, confidence etc.</p>	<p>Pupils to:</p> <p>differentiate between materials for coiling and stitching.</p> <p>make a decorative item by coiling and stitching with the African or Lazy squaw/stitches.</p>

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) WEAVING AND STITCHING Crocheting Knitting	The pupil will be able to: 2.4.2 make simple crocheting stitches of several centimetres long.	<u>Making simple crocheting stitches</u> <u>Tools/Materials</u> : crochet pin, thread etc.	Show samples of crocheted articles to pupils for observation, examination and discussion. Demonstrate how to hold crochet pin, thread and how to make stitches. Pupils practice holding pin, thread and making of stitches.	Is the pupil able to correctly hold crotchet pin to make stitches?
	2.4.3 design and make simple articles with crocheting stitches.	<u>Crocheting of simple article</u> <u>Tools/Materials</u> : crochet pin, thread etc.	Pupils design and make simple articles of their choice e.g. pencil case, table mat, hat. <u>Skills</u> : stitches/ crocheting, observation, examining, use of procedure, designing, creativity, etc. <u>Values</u> : obedience, self-confidence, patience etc.	Is the pupil able to design and make simple items with crocheting stitches?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING AND CASTING Slab work	The pupil will be able to: 2.5.1 use clay slab to make items.	<u>Making items with clay slab</u> Rolling clay into a slab. Cutting, joining ,forming and decorating Items. <u>Tools:</u> Modelling sticks, rolling pin, sack board, guide sticks etc. <u>Materials:</u> Clay	Pupils to recount and discuss the uses of clay and its characteristics. Pupils to visualize and suggest how to put clay into various forms by various techniques. Demonstrate how to design and make clay slab and build forms with it for pupils to observe and practice. Pupils to design and make items based on imagination, memory, interest or identified needs. Pupils to exhibit finished items for appreciation. <u>Skills:</u> visualising, designing, creating forms, self-expression, appreciating etc. <u>Values:</u> self-confidence, independence, patience, self-control etc.	Pupils to: use clay slab to make a container. build a decorative and functional clay slab item based an identified need or interest. find out how clay is used in the environment and report for discussion.

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION, ASSEMBLAGE AND PAPERWORK Functional and decorative items from memory, imagination and experience.	The pupil will be able to: 2.6.1 use appropriate tools and materials to make decorative and functional items by construction and assemblage.	<u>Making decorative and functional items by construction and assemblage.</u> Toy vehicles, puppet/marionette, machines, animals, birds, plants flowers, human beings, houses, cages musical instruments. Decorative and functional items. <u>Tools</u> : for cutting and joining, folding, piercing, drilling, bending, flattening, nailing e.g. knife, hammer, bodkin, pliers, etc. <u>Materials</u> : paper, card, metal, wood ,plastic, leather, fabric, styrofoam, scrap packages, etc.	Guide pupils to identify and discuss themes/ topics and pre-image items that can be designed and produced by construction and assemblage with available materials e.g. making of a marionette for a class performance in drama/music/dance. Pupils to suggest and consider ideas, tools, Materials, techniques and costumes. Demonstrate how to design an item and make by applying various techniques e.g. in carving, sewing, construction and assemblage to make functional and decorative items. Organise pupils in groups to plan and make items for various purposes. <u>Skills</u> : pre-imaging, self-expression, creativity, construction, assemblage, designing etc. <u>Values</u> : teamwork, co-operation, tolerance, unity etc.	Pupil to: imagine and make toy car he/she will like to own in future. plan and construct a toy machine/gadget and state the use. make a puppet /marionette for musical performance by the class.

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING AND COLOUR-WORK Colour mixing and application.	The pupil will be able to: 1.1.1 mix colours and paint pictures.	<u>Colour mixing and application.</u> Mixing primary colours to get secondary colours. Drawing and painting pictures with Ghanaian themes. Different objects e.g. aubergine, mango, bark of plantain, stem, carrots. <u>Tools</u> : brushes, containers for mixing Colours, computer and accessories. <u>Materials</u> : colours, paper, card etc.	Pupils identify colours on display from arranged objects. Demonstrate the mixing of primary colours to get secondary colours. e.g. (Red + Blue) = violet (Yellow + Red) = orange (Yellow + Blue) = green Pupils to mix the primary colours to obtain secondary colours. Let pupils draw real objects/and paint them. Encourage pupils to draw boldly. Pupils compose and paint pictures using primary and secondary colours. Pupils display their paintings for appreciation. <u>Skills</u> : colour mixing, identification, composition, painting, self-expression etc. <u>Values</u> : curiosity, concentration, tolerance etc.	Is the pupil able to: mix two primary colours resulting in secondary colours? relate colours to known objects (natural and (man-made)? Assignment Pupils to draw and paint shapes of objects using the appropriate ICT tools and applications. (where available).

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) COLLAGE WITH MIXED MEDIA Cutting and pasting a combination of materials and shapes into a picture.	The pupil will be able to: 1.1.2 make a collage picture with variety of materials based on Ghanaian themes.	<u>Making a collage picture with variety of materials.</u> Expression of ideas and feelings by Combining different materials to form pictures e.g. trees, animals, a village scene, Create collage on Ghanaian themes e.g. village, home scene and events. <u>Materials:</u> paper, glue / paste, paper, fabric, card, plastic, material, etc. <u>Tools:</u> scissors, samples of collage paste brush, chalk, pencil etc.	Guide pupils to design/ compose the collage based on the various themes. e.g. depicting, feelings and ideas Guide pupils to select and cut shapes to fit their design. Pupils paste the cut out materials according to their composition. Pupils display their work for appreciation. <u>Skills :</u> Identification, designing, cutting, creating, pasting, drawing, composing, etc. <u>Values :</u> concentration, independence, patience, self-confidence, contentment etc.	Is the pupil able to: handle and care for the tools safely to perform tasks? make a picture by cutting and pasting shapes and forms of animals and scenes based on Ghanaian themes?

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERN MAKING PRINT MAKING AND LETTERING Sprayed pattern.	The pupil will be able to: 1.2.1 make patterns using the spraying technique.	<u>Making sprayed patterns</u> <u>Tools:</u> Styrofoam, hollow tubes e.g. empty ball pens, string, knife, scissors, brushes, pieces of fabric, etc. <u>Materials:</u> paper, powder/poster colours, washing blue, suede dye, etc.	Show patterns which have spots or evidence of spraying to pupils. e.g. fabrics, drawings, posters. Demonstrate the making of sprayer, as With local materials if necessary. Discuss the objects suitable for spraying over to form patterns and their placement on the format. Guide pupils to arrange objects and spray over them. <u>Note:</u> There should be no restrictions. Colours and objects may overlap. Pupils arrange their objects for appreciation. <u>Skills:</u> creating patterns, self-expression, Spraying, etc. <u>Values:</u> independence, self-confidence, contentment, patience etc.	Look for pupils ability to use sprayer effectively. Is the pupil able to bring innovation in pattern arrangement and use of colour? Pupils to apply skills in spraying and pattern making to design an empty package, container or wrapper.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) Pen Lettering	The child will be able to: 1.2.2 use basic skills to do pen lettering.	<u>Using basic skills to do pen lettering.</u> Suitable pens e.g. broad pen (cut bamboo or quill (feathers) foam. <u>Tools:</u> pens, bamboo, soft stems, feathers, knife, foam etc. <u>Materials:</u> ink, suede/washing blue etc.	Guide pupils to observe and discuss the characteristics of tools for pen lettering. Guide pupils to and make their own lettering pens e.g. bamboo or quill (feather) straw, sticks cut at an angle so that it can write. Pupils test their pens by making different Stokes. Discuss the characteristics of Letters: Lower case (small letter) Upper case (capital letter) Ascenders Decenders Curves/strokes Thin/Wide letters Straight line Full circle Full circle with straight line, etc. Demonstrate how to hold the lettering pen and keep the tip at a correct angle to the writing surface. Pupils to practise writing notices, slogans e.g. on HIV/AIDS, TB, breast feeding, road safety, indiscipline, etc Display pupils work for appreciation. <u>Skills:</u> lettering, identifying, discrimination, etc. <u>Values:</u> resourcefulness, self-confidence	Are pupils able to : identify characteristics of Letters Forms? write words, names and simple messages in pen lettering?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 PERFORMANCE	<p>The pupil will be able to:</p> <p>2.3.1. play and dance with music accompaniment.</p>	<p><u>Playing and dancing with music accompaniment</u> e.g.:</p> <p style="padding-left: 40px;">Kpatsa Tokoe Adowa Apatampa Gahu</p> <p><u>Materials/ Instruments</u> drums, bells, castanet, clappers, rattles.</p>	<p>Teacher to imitate verbally the time-line and rhythmic patterns of selected local musical instruments of indigenous musical types and invite pupils to play them on drums.</p> <p>Pupils play the time-line and rhythmic patterns of selected indigenous musical instruments.</p> <p>Perform excerpts (selected) of dances available in the locality and ask pupils to imitate.</p> <p>Pupils dance to drum patterns of selected indigenous ensembles played by other class members.</p>	<p>Assignment Pupils compile rhythmic patterns of selected musical instruments for presentation within a given duration.</p>

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	2.3.4 Describe variations that occur in a piece of drum music.	<u>Variations in Drum Music</u>	by small groups in class. <u>Skills:</u> observing, creating, singing dancing sense of judgment etc. <u>Values:</u> patience, diligence, teamwork etc.	Is the pupil able to identify and describe the variations in the music performed?
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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING Turning a narrow hem (handkerchief) Scarf Chemise Underskirt	<p>The pupil will be able to;</p> <p>2.4.1 identify suitable fabrics for making handkerchiefs</p> <p>2.4.2 turn a narrow hem or roll an edge of handkerchief.</p>	<p><u>Identification of suitable fabrics for making handkerchief.</u></p> <p><u>Materials:</u> fabric – graybaft, calico, cotton check, thread etc.</p> <p><u>Tools:</u> needle, thimble etc</p> <p><u>Handkerchief:</u> Turning a narrow hem: - rolling</p> <p><u>Tools :</u> needle, thimble</p> <p><u>Materials:</u> unfinished handkerchief, thread etc.</p>	<p>Show and discuss suitable materials for making handkerchiefs.</p> <p>Discuss the qualities that make fabric suitable for handkerchiefs.</p> <p>Show samples of handkerchiefs to pupils to observe the edges and decorations made in them.</p> <p>Pupils to touch and feel the texture of the fabric.</p> <p>Demonstrate rolling of the edge and how to secure it with ‘W’ stitches or fine hemming.</p> <p>Pupils roll and secure the hem of the handkerchief with stitches.</p> <p>NOTE Guide pupils to roll the edge to conceal the raw edges.</p> <p><u>Skills:</u> turning narrow hem, rolling hemming.</p> <p><u>Values:</u> patience, diligence etc.</p>	<p>Assignment Pupils to identify other fabrics and test their suitability for handkerchief and report to the class for discussion.</p> <p>Is the pupil able to roll edges evenly?</p> <p>Is the pupil able to make fine stitches?</p> <p>Are the edges concealed?</p> <p>Assignment Pupils create handkerchiefs in a variety of shapes.</p> <p>Design and apply skills to turn the hem of a handkerchief or under skirt, scarf or chemise.</p>

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) WEAVING AND STITCHING Embroidery (Handkerchief)	The pupil will be able to: 2.4.3 design and work simple motifs in a handkerchief with embroidery stitches.	<u>Designing and Working Motifs in a Handkerchief</u> <u>Tools/Materials:</u> assorted embroidery thread, paper, needle, thimble, pencil, eraser etc.	Pupils to explore the environment for ideas to develop motifs. Pupils design simple motifs and transfer onto their work. Pupil's work motifs in their handkerchiefs. Encourage concentration and neatness of work. Pupils complete work, iron and display for appreciation and evaluation. NOTE Encourage pupils to express themselves during appreciation and evaluation. <u>Skills:</u> designing, tracing, stitching, exploration, creativity, developing ideas, critical thinking, evaluation, appreciation, self-expression etc. <u>Values :</u> self expression, patience, concentration, neatness etc.	Is the pupil able to : design suitable motifs for handkerchief? work motifs with simple decorative stitches? Check for neatness of work. Is the pupil able to express him/herself during evaluation and appreciation?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) Weaving and knotting with different techniques and materials.	The pupil will be able to: 2.4.4 make an item by weaving and knotting.	<u>Weaving and knotting with different techniques</u> e.g. rattle, maraca, net, fan, bag etc. <u>Material:</u> card, rope, twine, palm branches, paper, beads, seeds, cane, straw, bulrush, grass, etc. <u>Tools:</u> cutting and trimming tools e.g. knife, scissors etc.	Lead pupils to identify and discuss woven and knotted items. Demonstrate various techniques in preparing materials for weaving or knotting items. Pupils to pre-image and describe items to be made to satisfy a problem e.g. container, musical instrument, wall decoration, games, equipment, toys. Guide pupils to make items according to their ideas and solution to the problem. <u>Skills:</u> developing idea, designing, problem – solving, knotting, weaving, rinding, pairing, cutting, measuring, trimming etc. <u>Values:</u> patience, independence, concentration etc.	Assignment Pupils to make items a) for a musical performance b) keeping flowers b) decorating the body or room c) to serve as toys for children.

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING CARVING AND CASTING	<p>The pupil will be able to:</p> <p>2.5.1 demonstrate basic skills in designing, modelling, casting and carving to make an item.</p>	<p><u>Making items by modelling, casting and carving.</u></p> <p>Making items based on experience (memory and imagination) themes, cultural and everyday activities, plants and animals, stool, linguist staff, comb etc.</p> <p><u>Tools:</u> Modelling casting and carving tools e.g. knife, scraper/sand paper, cutlass, flat sticks etc.</p> <p><u>Materials.</u> Clay, soft stone, soft wood, styrofoam soap, cement block, sawdust, papier maché etc.</p>	<p>Guide pupils to visualize and discuss societal needs and how to satisfy them with artefacts such as functional and aesthetic items at home, school, church, office.</p> <p>Pupils to brainstorm and suggest materials that can be carved or cast into useful and beautiful items.</p> <p>Lead pupils to identify and discuss themes/ topics for making items with appropriate techniques and materials.</p> <p>Demonstrate the techniques involved in carving, modeling and casting for specific needs.</p> <p>Pupils to pre-image individually and in groups according to themes; experience and identified needs.</p> <p>Pupils to design and make items to satisfy a specific need/interest.</p> <p><u>Skills:</u> modelling, casting, pre-imaging visualizing, shaping, forming, appreciation etc.</p> <p><u>Values:</u> independence, concentration etc.</p>	<p>Pupils to:</p> <p>Assignment Carve/model/cast an item to be given to the best behaved pupil in class.</p> <p>organize and make a modeled items to decorate the school library or headteacher's office.</p>

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION, ASSEMBLAGE AND PAPERWORK	<p>The pupil will be able to:</p> <p>2.6.1 assemble and construct an item individually and in groups.</p>	<p><u>Individual and group assemblage and construction of functional and decorative items.</u></p> <p>Using imagination, memory, experiences to make items with different materials and techniques e.g. toys for indoor and outdoor decoration.</p> <p><u>Tools</u> : for cutting, trimming, joining, drilling, twisting, nailing, flattening e.g. knife, hammer, pliers, hacksaw etc.</p> <p><u>Materials</u>: paper, card, plastics, fabric colour, scrap wood, metal, empty packages, machine parts etc.</p>	<p>Organise a trip to the environment to identify and choose places which should be decorated with creative items e.g. classroom , veranda, entrance to school, playing field, canteen, library, wall, etc.</p> <p>Pupils to pre-image items that can be made with different materials and techniques and various purposes and themes.</p> <p>Organise pupils into groups to develop ideas and make items to decorate selected places in the school or community.</p> <p>Pupils to make group and individual items for appreciation.</p> <p><u>Skills</u>: identification, develop ideas, discriminating, pre-imaging, assembling, constructing, designing, manipulating, decorating, evaluating, creating, appreciating, critical thinking etc.</p> <p><u>Values</u>: independence, truthfulness, self-confidence, teamwork, co-operation, tolerance, sharing etc.</p>	<p>Is the pupil able to:</p> <p>participate willingly and actively in group activities?</p> <p>make a decorative item for decoration based on imagination / memory and experience e.g. toy machine?</p>

PRIMARY FIVE

General Objectives for Performance, Composition, Two and Three- Dimensional Creative Activities for Primary Five. It is expected that by the end of the Year, the pupils will:

1. develop the ability to use the environment as a source of ideas for Performance, Composition, Two and Three Dimensional Creative activities.
2. appreciate the relationship between the visual and performing arts.
3. develop the interest, attitudes and creative potentials through Creative Arts.
4. develop the ability to perform tasks with little or no supervision.
5. develop the sense of evaluation of own works and those of others for improvement.

PRIMARY 5 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING AND COLOURWORK Drawing to tell a story or event in a sequence.	The pupil will be able to: 1.1.1 create a picture in sequence based on a story/theme.	<u>Creating pictures in sequence e.g. by drawing and painting, collage and mosaic.</u> Planning and making a picture based on the stories in sequence by drawing, painting, collage or mosaic. <u>Tools:</u> brushes, palettes etc. <u>Materials:</u> charcoal, crayon, pastel, poster colour, cards, paper etc. <u>Materials for collage/mosaic:</u> Fibre, straw, plastics, wood shavings, banana/plantain bark, corn shuck, leather, fabric, shell, feathers, sand, seeds, sawdust, dry leaves, cotton wool etc.	Tell a story and discuss how to illustrate it in sequence. Pupils tell their own stories based on their Experiences. Pupils plan to make a picture based on the stories in sequence by drawing, painting/mosaic or collage. Teacher goes round to give encouragement to pupils to continue or help those in need. Pupils finished work should be displayed for appreciation. <u>Skills:</u> drawing, painting, cutting, pasting, appreciation, pre-imaging, logical thinking planning etc. <u>Values:</u> independence, self-confidence etc.	Is the pupil able to: pre-image what scene to draw? select what medium to use? call on the teacher when he/she needs help? accept the teacher's support?

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERN MAKING PRINT MAKING AND LETTERING	<p>The pupil will be able to:</p> <p>1.2.1 create a pattern using elements and principle of design.</p>	<p><u>Creating patterns with elements and principles of design e.g. dots, lines, shape, colour, texture, form etc.</u></p> <p>Principles : variety, repetition, balance.</p> <p><u>Tools</u> : pencils, brushes etc.</p> <p><u>Materials</u> : coloured chalk, colour, paper etc.</p>	<p>Organise an exploration of the environment for observation, identification and discussions of principles and element, in nature and man-made object e.g. line, shape, colour, dot, variety, balance and repetition.</p> <p>Discuss the usefulness and importance of patterns, elements and principle of design.</p> <p>Demonstrate how to create and organise the elements of design according to principles by drawing and colouring.</p> <p>Pupils to pre-image , design and create patterns for items of their choice by using elements and principles e.g. wrapper, table cover, chair back etc.</p> <p>Encourage pupils to be original.</p> <p>Pupils exhibit their work for appreciation.</p> <p><u>Skills</u>: creativity, designing, drawing, appreciation, painting, organising, pre-imaging, observation, identification, critical thinking, deriving ideas and application, problem solving etc.</p> <p><u>Values</u> : independence, self-confidence, patience, perseverance etc.</p>	<p>Assess pupils in their ability to:</p> <p>create the elements and organise them according to principles.</p> <p>apply the skills to design and make patterns for a purpose e.g. wrapper, book cover etc.</p>

PRIMARY 5 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3	The pupils will be able to:			
LISTENING AND OBSERVING	2.3.1. analyse variations in dance patterns.	<u>Creating, performing and analyzing variations in dance patterns.</u> <u>Materials/Instruments:</u> drums, bell, castanet etc.	Pupils observe a live or video performance of an indigenous dances. e.g. Atsiagbeko, Adowa, Kpanlogo, Bawa etc. Pupils perform the dance observed and discuss the changes that occur in the dance patterns.	Is the pupil able to observe an indigenous dance and describe the organization of the movement sequences?
COMPOSITION (Improvisation) Extension of short musical phrases.	2.3.2 Create melodic patterns in response to a given phrase.	<u>Creating melodic variations in music</u> <u>Materials/Instruments:</u> drums, clappers, rattles, castanet etc.	Sing a short melodic phrase and ask a pupil to provide a response to it. Sing another phrase and this time, a pupil provides the response with a different phrase.	Is the pupil able to create melodic patterns while others respond with: a) the same pattern? b) different pattern?

PRIMARY 5 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) PERFORMANCE	<p>The pupils will be able to:</p> <p>2.3.3. sing the National Pledge song correctly and discuss the values identified in the song.</p>	<p><u>Singing the National Pledge song and discussing values identified.</u></p>	<p>Lead pupils to sing the National Pledge song.</p> <p>Select words of the song that bother on the five core values, e.g. honour, faithful, loyal, service etc.</p> <p><u>Skills:</u> singing, responding to performance, creating, observing, evaluating etc.</p> <p><u>Values:</u> loyalty, faithfulness, discipline etc.</p>	<p>Organise class into groups to sing to determine which group sings best.</p>

PRIMARY 5 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING	<p>The pupil will be able to:</p> <p>2.4.1 make a container to satisfy a need by using appropriate techniques, tools and materials.</p>	<p><u>Making containers with appropriate techniques, tools and materials.</u></p> <p>Techniques e.g. designing, weaving, plaiting, knotting, coiling, stitching</p> <p>Containers e.g. basket, tray, fish trap, bag, humper for carrying /keeping / storing and serving items.</p> <p><u>Tools:</u> for cutting, scraping, splitting Measuring etc.</p> <p><u>Materials:</u> From sources such as; cane, palm leaves, branches, straw, bulrush, screw pine, wire, paper, card, ropes, dyes etc.</p>	<p>Procure materials or organise pupils to assist in preparing materials by measuring cutting, scraping, splitting, drying, moistening, dyeing etc prior to this activity.</p> <p>Pupils to identify and discuss various materials and techniques for weaving with the help of their previous experiences samples and illustrations.</p> <p>Guide pupils to identify and discuss the need of making woven containers for various purposes.</p> <p>Pupils to brainstorm, visualize and come out with ideas, in drawing for making containers to be made for various purposes.</p> <p>Demonstrate how to design and made items with appropriate techniques for pupils to observe and adapt for making own containers.</p> <p>Organise an appreciation of works produced.</p> <p><u>Skills:</u> weaving, visualising, designing stitching/ plaiting/knotting , creativity, weaving, coiling etc.</p> <p><u>Values:</u> patience, concentration, tolerance, obedience etc.</p>	<p>Is the pupil to:</p> <p>make containers that satisfy a need with appropriate techniques and materials?</p> <p>appreciate and appraise his/her work during and of end product?</p>

PRIMARY 5 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) WEAVING AND STITCHING Drafting a bag	The pupil will be able to; 2. 4.2 design and cut out the draft pattern of a bag.	<u>Designing and cutting out the draft pattern of a bag.</u> <u>Tools:</u> eraser, ruler, tape measure, scissors, pins etc. <u>Materials :</u> paper, pencil, fabric etc.	Show samples of bags and discuss their uses. Let pupils identify the parts of the bags e.g. straps, loops, handle, buttons. Pupils pre-image and design their bags by drawing it. Guide pupils to cut out their draft pattern of the bag using their designs. NOTE Check on correct handling of scissors and encourage pupils to cut straight with even strokes. <u>Skills:</u> measuring, designing, creative and critical thinking etc. <u>Values:</u> self-confidence, patience, obedience etc.	Is the pupil able to: design the draft pattern of a bag correctly? cut out pattern with straight even strokes?

PRIMARY 5 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING CASTING AND CARVING	<p>The pupil will be able to:</p> <p>2.5.1 demonstrate basic skills in modeling, carving and casting to create an item in relief.</p>	<p><u>Relief work using different techniques e.g. modeling ,carving ,casting.</u></p> <p><u>Tools:</u> for modeling, carving and casting e.g. flat sticks, knife, scraper, mould, chisel</p> <p><u>Materials:</u> For modeling, carving, casting in low relief e.g. clay, wax, soft wood, thick calabash, sawdust, paper maché.</p>	<p>Lead pupils to identify and discuss materials, tools and techniques for modelling, carving and casting in relief with the help of samples and illustrations.</p> <p>Guide pupils to visualize and record by drawing from memory and imagination, images that can be composed and created in relief by modelling, carving e.g. fruits, figures, animals, flowers, textures, shapes/form, musical instruments, etc.</p> <p>Demonstrate the processes in making low relief work by adding, cutting and casting for pupils to observe and apply in making items.</p> <p>Pupils to select, design and make simple shapes in relief depicting animals, plants and human forms.</p> <p><u>Skills:</u> modeling, carving, casting, drawing cutting, incising, designing, pre-imaging etc.</p> <p><u>Values:</u> patience, concentration, resourcefulness etc.</p>	<p>Assess the pupil's by his/her ability to:</p> <p>translate an idea into a visual form by drawing.</p> <p>apply skills in carving, modelling, casting to make an item in low relief.</p>

PRIMARY 5 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION ASSEMBLAGE AND PAPERWORK Functional and decorative items	The pupil will be able to: 2.6.1 use a variety of materials and techniques to make a functional and decorative item.	<u>Making a decorative and functional item e.g. moveable toy, animal, figure, mask, toy machine, marionette, vehicles etc.</u> <u>Tools:</u> pliers, pincers, knife, scissors, chisel, etc. <u>Materials:</u> scrap wood, wire, metal, card, empty tins, scrap plastics, fabric, styrofoam, cords, leather, calabash, shells, nuts ,machine parts, empty packages etc.	Organise pupils to explore, identify and select appropriate materials for assemblage and construction. NOTE Pupils to use the natural and man-made environment as source of inspiration to develop ideas for making decorative and functional items. They must also apply ideas and knowledge from science as well as how to power simple items to produce light and movement. Guide pupil to design and make items of their choice by using suitable tools, materials and techniques. NOTE: Pupils to concentrate on toys powered by dry cells battery and avoid the use of electricity. Pupils to test and evaluate their items. Visit or invite an electrician engineer or science teacher to assist in the construction of toys.(where possible) <u>Skills:</u> construction, assemblage, design, technical skills, creativity etc. <u>Values:</u> truthfulness, resourcefulness, self-confidence etc.	Project Pupils to design and make a decorative and functional item by various techniques for an open day school exhibition.

PRIMARY 5 TERM 2

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING, COLOUR WORK Drawing of animals and human beings	The pupil will be able to: 1.1.1 create a picture by crayon etching.	<u>Creating a picture by crayon etching e.g. animal, human-beings, scene, events.</u> <u>Tools and materials:</u> paper, wax crayons, paper, card, scraping tool e.g. (scissors, stick, hair-pin, tooth pick, nail, broomstick, comb).	Assemble all tools and materials for the lesson as stated in the content. Pupils identify the materials and discuss their uses. Demonstrate the process of crayon etching, Guide pupils to draw a composition of animals (two or more animals / human beings, scenes, events etc. Guide pupils to transfer their preliminary drawing on the crayon surface, scratch or scrape through the dark surface to reveal the colour beneath. Assist pupils to mount their works for appreciation through discussion and appraisal. <u>Skills:</u> drawing, composition, etching, rubbing, colouring, critical thinking etc. <u>Values:</u> independence, patience, concentration, self-confidence etc.	Is the pupil able to: identify tools and materials and their uses? compose animal and human figures in drawing? prepare paper for etching with crayons and transfer drawings to be etched? scratch/scrape portions of dark crayons on the surface to reveal the colours beneath?

PRIMARY 5 TERM 2

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERN MAKING PRINT MAKING AND LETTERING	<p>The pupil will be able to:</p> <p>1.2.1 design and make decorative and functional items by using various printing making techniques.</p>	<p><u>Designing and making items with various techniques e.g. stenciling, block printing, computer-aided prints.</u></p> <p>Examples of items: badge, label, sticker, logo, road sign, book cover.</p> <p><u>Tools and equipment</u> : brushes, computer, printer, foam/piece of fabric, razor, knife etc.</p> <p><u>Materials</u>: printing paste, paper, card, fabric and any suitable surface etc.</p>	<p>Discuss the characteristics and uses of print making techniques, stenciling and block printing.</p> <p>Demonstrate various techniques in printing for the pupils to observe.</p> <p>Pupils brainstorm and discuss the various items they want to produce.</p> <p>Pupils to design and make their prints by various techniques.</p> <p>Organise appreciation of pupil's work.</p> <p><u>Skills</u>: printing, designing, brainstorming, critical thinking, drawing organising, creativity, problem-solving etc.</p> <p><u>Values</u>: concentration, self-confidence, discipline, truthfulness etc.</p>	<p>Is the pupil able to design and make prints by using appropriate techniques?</p>





PRIMARY 5 TERM 2

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 Lettering	The pupil will be able to: 2.4.5 design and make decorative and functional items using lettering techniques.	<u>Designing and making decorative and functional items by various lettering techniques of freestyle, freehand, block, computer-aided lettering.</u> <u>Tools:</u> brush , pen, bamboo, stick, ruler, felt pen, computer etc. <u>Materials:</u> ink, dye, paint, crayon etc. Decorative and functional items: slogans, wise sayings, wall hangings, stickers, signs, posters, labels etc.	Show types of lettering e.g. freehand, freestyle, block for identification and discussion of characteristics. Discuss the importance and qualities of good lettering i.e. legibility ,boldness of letters and spacing. Discuss the characteristics of lettering based on width of letters, height of letters and spacing. Guide pupils to draw guidelines on cards and write labels. Demonstrate how to write example of letters using various techniques. Pupils to practise lettering using various techniques for words, slogans, wise saying, notices, labels, stickers, signs, posters. Let pupils display their work and appreciate/appraise them. NOTE Pupils to use the computers and other equipment if available. <u>Skills:</u> designing, lettering, decoration, visual/verbal communication, creativity etc. <u>Values:</u> patience, obedience, truthfulness etc.	Look for ability to : write bold and well spaced letters. design and create an item that communicates an idea or message.

PRIMARY 5 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 3 COMPOSITION (ORIGINAL WORKS) Conventional Notational Symbols.	The pupils will be able to: 2.3.1 compose simple rhythmic patterns using the conventional symbols.	<u>Notating simple rhythms using selected conventional symbols</u> e.g.:  <u>Materials/Instrument:</u> Drums and clapper etc.	Teacher sings or plays songs that have the following notes:  e.g.: 1.  2  Pupils write out the rhythm of the songs with the help of the teacher. Pupils compose short rhythmic patterns using various combinations of the selected notes. NOTE: Teacher is cautioned NOT to mention the names of the notes to pupils at this level. Associate the values with the symbols they created in Primary 4 term 1. <u>Skills:</u> creating, composing, writing etc. <u>Values:</u> self-confidence, patience etc.	Is the pupil able to compose simple rhythmic patterns using the conventional notation?

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D)	The pupil will be able to:			
LISTENING AND OBSERVING	2.3.2 analyse variations in dance patterns.	<u>Analysing variations in dance patterns.</u> <u>Materials/Instrument:</u> Video, cassette player, drum, bell etc.	Pupils watch a live or recorded dance drama performance and discuss the episodes in terms of plot, characters, theme, costume and props. Pupils discuss in class their experiences gained in watching live or recorded performances. Pupils observe an indigenous dance performance, e.g. Agbadza, Adowa, Kpanlogo, Bawa, etc, and the variations that occur in the dance pattern. Based on the analysis, pupils create a short dance with one or two variations.	Assignment Let pupils observe an indigenous dance and describe the organization of the movement sequences. Pupils observe and analyse dance performed on T.V./Video or in the community and report to the class for discussion.
PERFORMANCE	2.3.3 sing simple and familiar songs accompanying them with dramatic actions.	Singing simple and familiar songs.	Pupils sing songs from the locality as well as other popular songs and accompany the singing with: <ol style="list-style-type: none"> available instruments. dancing and other movements. dramatic actions. <u>Skills:</u> analysing, observing, creating, critical thinking, self-expression etc. <u>Values:</u> self-confidence, tolerance, Independence etc.	Is the pupils able to accompany the singing with dramatic actions?

PRIMARY 5 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING	<p>The pupil will be able to:</p> <p>2.4.1 design, make and finish an item to satisfy a need by using additional skills</p>	<p><u>Designing and making items to satisfy a need</u></p> <p>Needs at home, school, community, work place, industry (office), market, farm, shop, a palace e.g. colander, sieve, hat, basket ,bag, furniture, book rack, door mat, table mat, tray, fan waste paper basket, room decoration etc.</p> <p><u>Additional skills</u> e.g. <u>weaving</u>-pairing, upsetting, slewing, waling (using coloured or uncoloured strands). <u>Plaiting</u> - using 2,4,5,6 or more (coloured/uncoloured strands) <u>Coiling and stitching</u> – using lazy squaw or figure-of-eight stitches. <u>Knotting/macramé</u> – variations of square Knots etc.</p> <p><u>Tools</u>: For cutting trimming, splitting scraping, etc.</p> <p><u>Materials</u> : cane, fibre, rope, palm leaves and branches, bulrush, straw, screw pine, twigs, paper, card, wire, plastics, bamboo etc.</p>	<p>Revise previous activities on weaving, coiling and stitching with pupils through brainstorming discussion, observation and demonstration.</p> <p>Pupils to discuss and suggest how to satisfy needs at various places with woven items using various additional techniques and materials.</p> <p>Guide pupils to pre-image and develop ideas for designing and making any of the various woven, coiled, plaited or knotted items from the list in the content to satisfy a need.</p> <p>Demonstrate specific techniques with appropriate materials for pupils to observe, choose and apply in designing and making items.</p> <p>Pupils to design and make an item to satisfy a need according to specification.</p> <p><u>Skills</u>: weaving, coiling , plaiting, designing,/ pre-imaging, observing, suggestion, stitching, knotting, etc.</p> <p><u>Values</u>: patience, tolerance, self-confidence.</p>	<p>Assignment Pupils to design and make an item to satisfy an identified need using their ideas, design, appropriate techniques, tools and materials.</p> <p>Is the pupil able to:</p> <p>develop his/her own ideas?</p> <p>translate ideas into a drawing or design?</p> <p>make an item based on ideas and design?</p>

PRIMARY 5 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING Sewing and Finishing a Bag French Seam Back stitches Decorative stitches Appliqué	<p>The pupil will be able to;</p> <p>2.4.2 sew and finish a bag by using back stitches and a French seam.</p> <p>2.4.3 design and make simple decorations on his/her bag using either appliqué or embroidery stitches.</p>	<p><u>Sewing and Finishing a Bag</u></p> <p><u>Tools/Materials:</u> pattern of a bag, thread, needle, thimble tape measure/marker, pins etc.</p> <p><u>Designing and making simple decorations on and bag.</u></p> <p><u>Tools:</u> needle, thimble, pencil, eraser etc.</p> <p><u>Materials :</u> stranded cotton thread, unfinished bag, coloured fabric etc.</p>	<p>Demonstrate how to make backstitches and French seam.</p> <p>Pupils to join parts of school bags using backstitches and French seam.</p> <p>Encourage straight and neat stitching.</p> <p>Guide pupils to make simple designs onto their bags and decorate them with embroidery stitches or appliqué.</p> <p><u>Skills:</u> straight stitching, seaming etc.</p> <p><u>Values :</u> concentration, neatness, resilience, patience/painstaking etc.</p>	<p>Is the pupil able to make fine, straight back stitches?</p> <p>Is the work neat?</p> <p>Is the pupil able to make designs?</p> <p>Show creativity in his/her work?</p> <p>Are the stitches fine?</p>

PRIMARY 5 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING, CASTING AND CARVING	<p>The pupil will be able to:</p> <p>2.5.1 demonstrate basic creative skills in making useful and decorative items by carving or modeling.</p>	<p><u>Making useful and decorative item by carving and modeling e.g. trophy, figurines and statuettes, masks, stool, sword umbrella top, paper weight, comb, cutlery, hair, slide, doll, paper, knife, walking stick, slippers, shoes, fruits, musical instruments etc.</u></p> <p>NOTE: Pupils are not obliged to make all the listed items.</p> <p><u>Tools:</u> For modelling cutting, carving, scraping, smoothing, polishing, etc.</p> <p><u>Materials:</u> wood, clay, soft stones, sawdust, fabric, leather, bones, glue, papier maché, resin etc.</p>	<p>Lead pupils to revise the skills of modeling and carving items using appropriate tools and materials.</p> <p>Pupils in groups to compare modeling with carving and state the similarities and differences.</p> <p>Pupils to identify and discuss items that can be created by modeling or carving.</p> <p>Demonstrate various techniques in modelling and carving</p> <p>Pupils to designs from memory and imagination to develop ideas for making a functional/useful decorative item by carving or modeling</p> <p>Pupils to make items; one by modeling and the other by carving.</p> <p>Observe pupils individually during the process of making the item and his/her ability to solve problems and do self evaluation as well.</p> <p>NOTE: This activity can cover more than two lessons.</p> <p>Pupils to exhibit works for appreciation.</p> <p><u>Skills:</u> modelling, carving, drawing, designing, pre-imaging etc.</p> <p><u>Values:</u> patience, concentration, pre-imaging, truthfulness etc.</p>	<p>Assess pupils ability to design and make a decorative and functional item by modelling carving.</p> <p>Assignment Pupils to carve an item to be presented to a chief, queen mother on his/her birthday or as a school trophy.</p>

PRIMARY 5 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSRUCTION AND ASSEMBLAGE	<p>The pupil will be able to :</p> <p>2.6.1 design and make a toy that can be manipulated by power or hand.</p>	<p><u>Designing and making a toy that can be manipulated.</u></p> <p>e.g. human forms, birds, animals, gadgets, instruments, equipment.</p> <p><u>Tools:</u> for cutting, joining, construction, assembling, tying, fixing, screwing e.g. hacksaw, pliers, drill, etc.</p> <p><u>Materials:</u> scrap metals, wood, empty packages, fabric etc.</p>	<p>Lead pupils to revise how to design items by construction and assemblage.</p> <p>NOTE Emphasise the need for preliminary design, precision, function and beauty of the item. Seek the help of an electronic expert or science teacher.</p> <p>Pupils to visualise items to be made and powered manually or by dry cell battery.</p> <p>Demonstrate how to design and make items by various additional techniques.</p> <p>Pupils to design and make their own items for exhibition and appraisal.</p> <p><u>Skills:</u> critical and creative thinking, ideating, designing, construction, assembling etc.</p> <p><u>Values:</u> resourcefulness, perseverance, self-confidence, concentration etc</p>	<p>Is the pupil able to :</p> <p>develop ideas to design and make an item that can be manipulated by power or hand?</p>

PRIMARY 5 TERM 3

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION															
UNIT 1 MAKING PICTURES AND COLOUR WORK	The pupil will be able to: 1.1.1 identify Ghanaian colour symbolism and explain their association with things in nature.	<u>Identifying Ghanaian colour symbolism and explaining their association with colour of things in nature e.g. Green associated with green vegetation, vegetable and symbolising youthfulness or growth.</u> <table><tr><th>Colour</th><th>Association</th><th>Meaning</th></tr><tr><td>Red</td><td>Blood</td><td>Anger, determination</td></tr><tr><td>Brown</td><td>Earth</td><td>Decay, death</td></tr><tr><td>Black</td><td>Charcoal sooth</td><td>Belonging to the past, hope, strength</td></tr><tr><td>Blue</td><td>Sky, water</td><td>Love</td></tr></table>	Colour	Association	Meaning	Red	Blood	Anger, determination	Brown	Earth	Decay, death	Black	Charcoal sooth	Belonging to the past, hope, strength	Blue	Sky, water	Love	Lead pupils to revise the lessons on colour mixing and application. Lead pupils to identify and discuss the ideas and meanings of colour in Ghana e.g. colours in the Ghana flag. Lead pupils to identify colours and their association with the thing in nature.	Pupils to find out the concepts, source and meaning of other colours and report in class for discussion. Pupils to prepare a chart showing colours, their association and meaning in the locality. Pupils to find out about other colours, their association and meaning in the locality.
	Colour	Association	Meaning																
Red	Blood	Anger, determination																	
Brown	Earth	Decay, death																	
Black	Charcoal sooth	Belonging to the past, hope, strength																	
Blue	Sky, water	Love																	
	1.1.2 use the colours to paint a picture.	<u>Design and paint pictures based on Ghanaian concept of colour.</u>	Conduct revision exercise on Ghanaian colours with samples, questions and answers. Pupils to design compose and paint a picture based on Ghanaian concept of colours and explain the measuring of the painting. <u>Skills:</u> identification, colouring, painting, explaining, critical thinking, symbolism, creativity etc. <u>Value:</u> loyalty, self-identity, self-confidence etc.	Pupils to find out how colours have been used in an artifact or art work and give the meaning of the colours.															

PRIMARY 5 TERM 3

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERNMAKING, PRINTMAKING AND LETTERING	<p>The pupils will be able to :</p> <p>1.2.1 design and create simple image to communicate an idea visually.</p>	<p><u>Designing and Creating images to communicate</u> e.g. logos, signs, trademarks, symbols, crests, letter heads.</p> <p><u>Tools</u>: pen, brushes, computers etc.</p> <p><u>Materials</u>: paper, card, colour, ink pencil, crayon etc.</p>	<p>Organise pupils to explore the environment for ideas from natural and man-made objects.</p> <p>Lead pupils to organise the elements according to principles of design using charts, samples and chalk board illustration.</p> <p>Demonstrate how to develop an idea into a motif or image.</p> <p>Discuss the importance of images, icons, symbols, logos, traffic signs etc. in visual communication using samples and illustrations.</p> <p>Pupils to identify symbols, logos, trademarks and discuss their design qualities e.g. the letters, drawings, layout, colour, words.</p> <p>Pupils to design an image to communicate an idea by hand or with the computer.</p> <p><u>Skills</u>: pre-imaging, designing , developing ideas, visual communication, critical thinking etc.</p> <p><u>Values</u>: self-expression, self-confidence, patience, concentration etc.</p>	<p>Pupils to :</p> <p>find out symbols, icons, images, signs on the computer and state their meaning.</p> <p>design and create a simple symbol consisting of an image and initials of their names and state the meaning.</p>

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PRIMARY 5 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 PERFORMANCE Story Telling	The pupil will be able to: 2.3.1. create stories and perform them.	<u>Creating stories and performing them.</u>	<p>Guide pupils to identify and discuss the hopes and aspirations of the locality.</p> <p>Pupils to create their own stories and present them in class using any of the following themes, HIV/AIDS, drug abuse, rape, road safety etc.</p> <p>Organize pupils into groups so that one group presents the story and the other performs the drama.</p> <p>Let groups change over the roles played.</p>	<p>Assignment Pupils compose and dramatize a story based on a given theme, e.g. HIV/AIDS, drug abuse etc.</p> <p>Pupils to select a dramatic performance they have observed and narrate two short episodes that interest them most.</p>
COMPOSITION (Improvisation)	2.3.2 create music in three part form.	<u>Creating music in three-part form.</u>	<p>One pupil sings a short phrase for others to respond by singing:</p> <ol style="list-style-type: none"> the same phrase a different phrase. <p>Pupils create songs in groups using:</p> <ol style="list-style-type: none"> two different phrases similar phrases. <p><u>Skills:</u> singing, creating and performing, dramatising, etc.</p>	<p>Is the pupil able to create music in three part form?</p>

			<u>Values:</u> tolerance, co-operation, teamwork, loyalty, self-identity, etc.	
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PRIMARY 5 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 CONT'D LISTENING AND OBSERVING	2.3.3 identify individual instruments within a performance.	<u>Identifying and describing individual instruments by their characteristic tone colours.</u> <u>Materials/Instruments:</u> instruments of an ensemble, audiocassette players etc.	Pupils listen to a performance (live or recorded) of popular and indigenous musical type and identify them by their tone colours. Pupils imitate the rhythmic patterns they identify. Pupils identify characteristic tone colours of the instruments in the popular music heard. Pupils sing the tune played by the instrument identified. <u>Skills:</u> identifying, describing, listening, observing etc. <u>Values:</u> patience, loyalty, self-identity etc.	Is the pupil able to identify the instruments by their characteristic tone colours?

PRIMARY 5 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING	<p>The pupil will be able to:</p> <p>2.4.1 design and construct a loom and use it to weave an item.</p>	<p><u>Constructing and weaving with a hand-made loom e.g. slot loom , frame loom.</u></p> <p><u>Tools:</u> loom, shuttle, wood, hammer, cardboard, nails etc.</p> <p><u>Materials</u> : coloured / uncoloured yarns/rope etc.</p>	<p>Revise the technique of weaving with a card loom.</p> <p>Teacher to pose the problem of how to construct a frame loom using suitable tools and materials.</p> <p>Group pupils to brainstorm, discuss and suggest ways of making a frame loom.</p> <p>Organise pupils to design and make frame looms according to desired specification.</p> <p>Guide pupils to design and construct the loom, lay the warp, test and determine its effectiveness for weaving.</p> <p>Pupils to design and weave a fabric in groups and report on the process and finished product.</p> <p><u>Skills:</u> Constructing, assembling designing, weaving, problem solving, testing, evaluating.</p> <p><u>Values:</u> team work, co-operation, tolerance, sharing, resourcefulness.</p>	<p>Assignment</p> <p>Pupils in groups design and construct either a slot or frame loom to weave 60cm fabric for an exhibition.</p>

PRIMARY 5 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

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PRIMARY 5 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING CASTING AND CARVING	<p>The pupil will be able to:</p> <p>2.5.1 use appropriate techniques to make an item with clay and fire it.</p>	<p>Making and firing of clay items using appropriate techniques e.g. : coiling slabbing, pinching, casting ,modelling, open-firing etc.</p> <p><u>Tools</u>: for modelling and firing etc.</p> <p><u>Material</u>: clay, sawdust, firewood etc.</p>	<p>Lead pupils to review their knowledge on the characteristics of clay.</p> <p>Pupils to discuss and suggest how to finish and decorate clay items to last long and give reasons.</p> <p>Guide pupils to identify available materials or fuel in the locality for firing clay in a dry state.</p> <p>Guide pupils to describe and state the function of ovens/kilns,</p> <p>Demonstrate how to fire clay objects with or without a kiln,</p> <p>Pupils to design and make clay items for various purposes and by using appropriate techniques and fire when dry.</p> <p>NOTE: Pupils to fire works that are dry.</p> <p>Pupils to observe the firing process and evaluate it in terms of breakages, hardness, cracks and give reasons</p> <p><u>Skills</u>: modeling, finishing, drying, firing, observation, critical thinking, designing</p>	<p>Look for pupil's ability to :</p> <p>create an item with appropriate techniques and fire without breaking.</p> <p>explain the purpose of firing with a kiln.</p> <p>Assignment Pupils to experiment with firing items that are hollow, solid, joined with sticks, not fully dried and report the finding for discussion.</p>

			creativity, inquiry etc. <u>Values:</u> diligence, patience, resourcefulness etc.	
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PRIMARY 5 TERM 3

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION ASSEMBLAGE AND PAPERWORK	<p>The pupil will be able to:</p> <p>2.6.1 bind, repair and decorate books</p>	<p><u>Binding, repairing and decorating of Books</u> e.g. exercise books, sketch books, workbooks, books with usual/unusual shapes etc. etc.</p> <p><u>Tools:</u> needle, knife ruler brush etc.</p> <p><u>Materials:</u> thread, string, colour, ink etc.</p>	<p>Organise pupils to identify, examine the shape and structure of single section books.</p> <p>Pupils to compare books bound with metal pin and those bound by thread and state differences or similarities, advantages and disadvantages.</p> <p>Pupil to pre-image and develop ideas and design books in regular and irregular shapes e.g. animal, insects, fruits.</p> <p>Demonstrate how to bind or repair single section books.</p> <p>Pupils to create and bind books with regular or irregular shapes.</p> <p>Guide pupils to apply skills in drawing, print making, lettering, pattern making to make and label the covers.</p> <p><u>Skills:</u> designing, measuring, trimming, stitching, creativity, binding etc.</p> <p><u>Values:</u> patience, concentration, self-confidence etc.</p>	<p>Pupils to :</p> <p>design and make a book for keeping telephone numbers and addresses</p> <p>repair an old book in single section.</p>

PRIMARY SIX

General Objectives for Performance, Composition, Two and Three- Dimensional Creative Activities for Primary Six. It is expected that by the end of the Year, the pupils will:

1. develop the ability to analyse indigenous ideas, techniques, materials, tools/instruments and adapt them to create through visual and performing art activities
2. be aware of their creative potentials in the creative arts through active interest and willing participation in activities.
3. acquire further skills in developing ideas and attitudes in designing, composing, making of items and performing through various creative activities.
4. develop the sense of generating ideas, craftsmanship, or showmanship in creating works of cultural and social importance.

PRIMARY 6 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING, COLOURWORK Memory and imaginative drawing.	The pupil will be able to: 1.1.1 compose and illustrate a picture from memory or imagination.	Composing and illustrating a picture from memory and imagination e.g. stories, themes, topical issues. Examples are: going to school going to the farm washing clothes cooking at home playing football shepherding the flock playing a game helping an HIV/AIDS patient etc. <u>Tools and Materials</u> : paper, pencil, charcoal, crayons, pastel, poster/chalk etc.	Teacher sensitises pupils to discuss and select themes to compose and illustrate by line drawing and painting. Guide pupils to pre-image, compose and illustrate the themes Pupils finished work should be displayed in the classroom for appreciation. NOTE Teacher to ensure that pupils use or apply/ incorporate the knowledge of elements and principles of design in composing their pictures. <u>Skills</u> : selecting, pre-imaging, designing , composing, drawing, creativity, illustration, using memory etc. <u>Values</u> : independence, self-esteem, concentration etc.	Is the pupil able to : compose and illustrate a picture based on a theme from memory and imagination?

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PRIMARY 6 TERM 1

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERN, PRINTMAKING AND LETTERING Poster Designing	The pupils will be able to 2.1.1 design and make posters for various purposes using different techniques.	<u>Designing and making posters using different techniques e.g. poster with illustration, and text.</u> <u>Tools:</u> brush, pens, ruler etc. <u>Materials:</u> paper, card, colour, crayons etc. <u>Qualities of a poster.</u> Communicate the idea or message, inform, educate and entertain. Lettering should be bold, legible, readable, attractive, simple, neat, clear etc.	Discuss the importance and characteristics of good posters as in the content e.g. as stated - inform, educate and entertain. Pupils to observe samples of posters and discuss their qualities. Demonstrate techniques in designing and making a poster e.g. sketching and making layout in stages. Demonstrate the use of the computer in designing a poster Discuss the meaning and designing of layout of posters effectively to carry the message. Review lessons on print making, drawing and painting, elements and principles of design which may be applied as the pictorial part of the poster. e.g. stenciling, cocoyam printing. Guide pupils to design and make posters individually on in groups based on the themes: Clean environment, Good health, Health Foods, HIV/AIDS, Saving water Child abuse, Discipline, Drug abuse Road	Is the pupil able to state the usefulness of posters? Is the pupil able to identify features of a good poster? Look for pupil's ability to combine pattern and lettering, designing, drawing and painting. Is the pupil able to write precise messages?

			to go with it. Pupils in groups improvise musical pieces in an ensemble setting.	with the ostinato.
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PRIMARY 6 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) PERFORMANCE	The pupils will be able to: 2.3.3 demonstrate skills in playing an instrument.	<u>Demonstrating Instrumental Skills.</u> <u>Materials/Instruments:</u> Drums, bell, atenteben, gyile, goji etc.	Pupils perform short and simple tunes on atenteben, goji, gyile, seperewa, guitar and other melodic instruments. Pupils, in turns, play the time-lines of selected indigenous musical types while others play the supporting drums to go with them. <u>Skills:</u> instrumental skills, performing, improvising, singing, listening, critical thinking, etc. <u>Values:</u> , self-confidence team work etc.	Assess pupils' skills in playing the instruments.

PRIMARY 6 TERM I

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING	<p>The pupil will be able to:</p> <p>2.4.1 design and use appropriate techniques and materials to make an item by weaving, coiling, plaiting, knotting</p>	<p><u>Designing and making an item with appropriate techniques and materials:</u> e.g. weaving, coiling, and stitching, plaiting, knotting, macramé.</p> <p><u>Materials :</u> paper, card, palm leaves, branches, cane, bulrush, straw, screw pine, rope, yams, cords, dyes etc.</p> <p><u>Tools:</u> knife, cutlass, bodkin, scissors, tape measure/ruler, needle, scraper etc.</p>	<p>Guide pupil to brainstorm and discuss:</p> <p>various techniques, tasks and materials for making items by designing, weaving, plaiting, coiling stitching and knotting.</p> <p>how to develop and translate ideas into designs and 3-dimensional forms.</p> <p>how to use tools and materials in safe, responsible and sustainable ways.</p> <p>Guide pupils to generate ideas from the environment and develop them into preliminary designs.</p> <p>NOTE Pupils to use the computer if available. Pupils to prepare their own materials (if necessary)</p> <p>Demonstrate various appropriate techniques in making, decorating and finishing an item for pupils to observe.</p> <p>Assign class, individual or group tasks in identifying, selecting, designing and making items with appropriate materials and techniques e.g. mats baskets, fans, hats,</p>	<p>Is the pupil able to:</p> <p>make preliminary design, using ideas from the environment?</p> <p>translate preliminary design into a 3-dimensimal item?</p> <p>select appropriate tools, materials and techniques to make an item?</p> <p>demonstrate responsible behaviour and human values in the use of materials, tools and performance of various tasks?</p>

			<p>furniture, decorating items.</p> <p>Observe and assess pupils or groups while they perform various tasks and the finished items.</p> <p><u>Skills</u>: designing, weaving, knotting, plaiting coiling and stitching etc.</p> <p><u>Values</u>: independence, team work, creativity etc.</p>	
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PRIMARY 6 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING Designing, Drafting and Making of items by Stitching	The pupil will be able to; 2.4.2 design and make an item e.g. apron	<p><u>Designing, drafting and making items</u> e.g. apron, pencil case, CD holder, sponge bag, peg bag Cosmetic bag, baby's bib etc.</p> <p><u>Tools</u> : scissors, needle pins, eraser etc.</p> <p><u>Materials</u> : paper, pencil Thread, pattern etc.</p>	<p>Show samples of items for pupils to observe, examine and discuss e.g. apron</p> <p>Explore the environment for ideas in designing the shape of the apron.</p> <p>Demonstrate how to make an item e.g. apron</p> <p>Assist pupils to design and draft any of the aprons of their choice.</p> <p>Guide pupils to pin and cut out the pattern of an item e.g. apron.</p> <p>Pupils to hem sides of the item they are making.</p> <p><u>Skills</u>: pinning, cutting, hemming, creative and critical thinking etc.</p> <p><u>Values</u>: diligence, patience, self-confidence, obedience etc.</p>	<p>Is the pupil able to design and draft an item?</p> <p>Is the pupil able to pin and cut straight?</p> <p>Did the pupil demonstrate creativity in his/her design and work?</p>

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING AND CASTING	<p>The pupil will be able to:</p> <p>2.5.1 Identify suitable clay and use it to make sculptural and ceramic forms.</p>	<p><u>Identifying and using suitable clay to items.</u></p> <p>Exploring and locating clay in the environment e.g. river banks, marshy areas, constructional sites.</p> <p>Conducting simple tests to determine plasticity of clay.</p> <p>Preparation by soaking, sieving, pounding, kneading etc.</p> <p><u>Tools:</u> for digging, soaking, sieving, pounding, modelling etc.</p> <p><u>Materials:</u> sample of soil, clay etc.</p>	<p>Organise pupils to explore and collect samples of soil from the locality e.g. river banks, marshy areas, constructional sites, termite hills etc.</p> <p>Guide pupils to test for the qualities of clay and its suitability for work e.g. plasticity.</p> <p>NOTE When soft clay is rolled into a rope and coiled around the finger and does not crack or break it is a sign of plasticity and suitable for modelling.</p> <p>Pupils to test their samples of clay, observe and report for the class discussion.</p> <p>Pupils to design and use one or a combination of techniques to create pottery and ceramic forms of functional and aesthetic value e.g. figurine, bowls, statuettes, vases, pots, toy cars, gadgets,</p>	<p>Assess the ability of pupils to :</p> <p>Locate, test and determine suitable clay</p> <p>prepare clay for use</p> <p>design and make a sculptural ceramic form of aesthetic/ functional value.</p>

			<p>lampstand, fountain, aquarium etc.</p> <p>Skills: exploring, conducting test, critical thinking, modelling, casting, designing etc.</p> <p>Values: perseverance, resourcefulness, understanding, spirit of inquiry, truthfulness etc.</p>	
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PRIMARY 6 TERM 1

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONTRUCTION, ASSEMBLAGE AND PAPER WORK	<p>The pupil will be able to:</p> <p>2.6.1 design and create an item to satisfy a need in the school and community using appropriate skills, tools and materials.</p>	<p><u>Creating and designing items to satisfy a need in the school and community</u> e.g. brushes for drawing and scrubbing, hangars, spray diffuser, bamboo pens, palette, hammer, counters, tool box, door/window blinds etc.</p> <p><u>Tools:</u> for cutting splitting, twisting joining e.g. knife, pliers, saw, hammer</p> <p><u>Materials:</u> assorted appropriate materials.</p>	<p>Assist pupils to revise previous lessons on designing and making items by construction, assemblage and other techniques; with questions samples, demonstration and tasks to be performed by them.</p> <p>Guide pupils to brainstorm, assess and discuss needs of the school which can be satisfied by items particularly for teaching and learning as listed in the content.</p> <p>Demonstrate how to make them by using appropriate techniques and available materials.</p> <p>Pupils pre-image, design, make and test items to be used by themselves or younger pupils in lower classes or kindergarten.</p> <p>Pupils to display their works for appreciation and appraisal.</p>	<p>Is the pupil able to:</p> <p>design and make an item for use in the school?</p> <p>design and make an item for another pupil in lower primary to use?</p>

			<p><u>Skills:</u> designing, pre-imaging, assessment, testing, problem-solving, assemblage, synthesizing, analysing, creativity construction etc.</p> <p><u>Values:</u> responsibility, self-awareness, caring, resourcefulness, self-control etc.</p>	
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PRIMARY 6 TERM 2

SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MARKING PICTURE AND MOSAIC COLLAGE	<p>The pupils will be able to:</p> <p>1.1.1 compose a picture by drawing, shading and painting in three tones.</p>	<p><u>composing a picture by drawing, shading and painting in three tones based on a theme</u> e.g. home, community, national cultural events, festivals and topical issues e.g. drug abuse, domestic violence, HIV/AIDS, TB, environment, truancy, child trafficking, child rights, road safety.</p> <p><u>Tools:</u> brush, pen, etc.</p> <p><u>Materials:</u> paper, card, colour charcoal, pastel, crayon etc.</p>	<p>Lead pupils to brainstorm and discuss the themes for the composition.</p> <p>Demonstrate various techniques in drawing, composing, shading and painting a picture e.g.</p> <ul style="list-style-type: none"> (a) shading using lines, dots or mass in three (3) tones, (b) mixing colours in tints and shades and painting in three(3) tones, (c) composing using elements and principles of design based on specific themes/ topic. <p>Pupils to select themes and compose a picture by drawing and shading in three(3) tones using lines dots or mass.</p> <p>Pupils to display their works for appreciation and appraisal.</p>	<p>Assignment</p> <p>Assign pupils to compose and paint a picture in three tones based on a selected theme for a district cultural art exhibition.</p>

			<p><u>Skills</u>: composing, drawing, shading, critical thinking, problem solving, visual and verbal communication, exhibiting appreciating and evaluating etc.</p> <p><u>Values</u>: independence, self-confidence, patience, self-control etc.</p>	
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PRIMARY 6 TERM 2



SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING/LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERNMAKING PRINTMAKING AND LETTERING Labels and Packages.	The pupil will be able to: 1.2.1 design, make and label packages	<u>Designing making and labelling packages.</u> <u>Tools</u> : knife, scissors, brush <u>Materials</u> : paper, glue, card, colour e.g. wrapper, books, folders, files etc.	<p>Discuss the importance, usefulness and characteristics of packages.</p> <p>Show examples of packages to pupils to observe and note the characteristics in terms of: colour message layout drawing pattern etc.</p> <p>Demonstrate various processes for designing and making packages e.g. cutting and pasting, folding, construction, lettering, painting, drawing, printing.</p> <p>Guide pupils to make packages by applying appropriate skills.</p> <p>Pupils display their work and appreciate them.</p>	<p>Is the pupil able to identify the importance and characteristics of packages and labels?</p> <p>Is the pupil able to combine different ideas and skills in drawing, designing, constructing, printing, lettering to design and make and label packages?</p> <p>Is the pupil able to pre-image and generate original ideas?</p> <p>Assignment Assign pupils to apply knowledge and skills in design and making of packages to make a book cover or jacket.</p>

			<p><u>Skills:</u> observation, cutting, printing, lettering painting, drawing, pasting, composition etc.</p> <p><u>Values:</u> patience, self-expression, self-confidence, patriotism etc.</p>	
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PRIMARY 6 TERM 2

SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 COMPOSITION (ORIGINAL WORKS) Conventional Notational Symbols.	The pupil will be able to: 2.3.1 notate simple rhythms using the conventional symbols.	<p><u>Notating a simple rhythm using conventional symbols</u> e.g.</p>  <p><u>Materials/Instruments:</u> drums, rattle, castanet, clappers.</p>	<p>Sing or play songs that have the following notes: e.g.: Tutu Gbovi</p>  <p>Lead pupils to write out the rhythm of the song combining various selected notes. Pupils compose short rhythmic patterns and perform them. NOTE: Teacher is cautioned NOT to mention the names of the notes to pupils at this level. Associate the values with the symbols they created in Primary 4 Term 1</p>	Pupils compose rhythmic patterns for their peers to perform.
PERFORMANCE	2.3.2 sing alone and with others.	<p><u>Singing alone and with others</u> e.g. Ghana Young Patriots' March by J. M. T Dosoo.</p>	Lead pupils to sing the Ghana Patriots' March until they can sing without the teacher joining.	Is the pupil able to sing alone and with others?

			<p>Let pupils sing in groups.</p> <p>Ask pupils to sing the song one after the other.</p>	
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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) LISTENING AND OBSERVING	<p>The pupil will be able to :</p> <p>2.3.3 evaluate a dramatic performance.</p>	<p><u>Evaluating a dramatic performance.</u></p>	<p>Pupils in small groups observe and comment on the appropriate use of tension and release in a performance.</p> <p>Pupils discuss the plots and episodes of selected dramatic performances.</p> <p><u>Skills:</u> singing, creating, evaluating, observing, commenting, self-expression, composing, notating etc.</p> <p><u>Values:</u> self-confidence, diligence, independence, self-control etc.</p>	<p>Assignment Pupils write about performances they have observed during festivals or on TV and video.</p>

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING	<p>The pupil will be able to:</p> <p>2.4.1 design and make an item according to specification using appropriate techniques, tools and materials.</p>	<p><u>Designing and making an item according to specification e.g. basket for: shopping, farming, holding flowers, packaging gifts, keeping laundry clothes, fish, decorative etc.</u></p> <p><u>Tools:</u> knife, cutlass, bodkin, scissors, tape measure/ruler, needle etc.</p> <p><u>Materials:</u> paper, cards, palm leaves, branches, canes, bulrush, straw, screw pine, bamboo, cords etc.</p> <p>Techniques: weaving, coiling, stitching knotting, plaiting etc.</p>	<p>Revise lessons on various techniques in making an item by demonstration, questions, illustrations and samples of item. Stimulate the interest of pupils with stories and discussion of successful weaving as art and vocation.</p> <p>Group pupils to brainstorm and discuss the importance of developing ideas to design and translate it into a 3-dimensional form according to specification.</p> <p>NOTE Emphasise the fact that generating ideas, designing and translating it into two or three dimensional items is the basis of creativity, originality, technology and art.</p> <p>Lead pupils to discuss and state the importance of making an item by hand according to specification by hand.</p> <p>Demonstrate the designing and making processes by using various techniques and suitable materials and tools e.g. weaving, coiling, stitching, knotting and plaiting.</p> <p>Assign pupils tasks in designing and making items according to identified needs and specifications e.g. a woven fabric or basket for decoration of walls/room.</p>	<p>Assess pupils' skillfulness in designing and making original items according to specification using appropriate tools, materials and techniques.</p> <p>Assignment Pupils find out about people who make items by weaving, plaiting knotting, coiling and stitching and report on the following:</p> <p>tools, materials techniques, items produced and methods of designing and decoration.</p>

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING, CASTING AND CCARVING	<p>The pupils will be able to :</p> <p>2.5.1 design and make a simple sculptural form using an armature.</p>	<p><u>Designing and making sculptural forms armature</u> e.g. Figures/statuettes, animal forms, real or abstract forms.</p> <p><u>Tools:</u> hacksaw, knife, pliers etc.</p> <p><u>Materials:</u> papier maché, sawdust, old fabric, scrap metals, (wire, rod chicken wire), mosquito net, glue, resin etc.</p>	<p>Review the lesson on modelling and casting of shapes, forms with various materials.</p> <p>Lead pupils to brainstorm and discuss the importance of skeletons and armature with samples and illustrations.</p> <p>Demonstrate the procedure for planning designing and making of armature for modelling by using appropriate materials.</p> <p>Pupils to pre-image and generate ideas for designing and making sculptural forms using armature based on the themes in the environment and within their experience.</p> <p>Group and guide pupils to plan, design and make items of aesthetic and functional value.</p>	<p>Is the pupils able to:</p> <p>design and create an item using an armature?</p>

			Pupils to exhibit/display their works at intended spots in the environment for appreciation.	
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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) MODELLING AND CASTING Carving Functional and Aesthetic Items	2.5.1 design and carve a sculptural form in relief or in-the-round based on themes and experiences	<u>Designing and carving sculptural forms in relief or in-the-round</u> e.g. based on themes, chief's regalia, cultural events, abstract and real forms <u>Tools:</u> knife, chisel, cutlass, sandpaper, adze etc. <u>Materials:</u> wood, soft stone, clay, cement block etc.	Review lessons on ideas development, element and principle of design, composition and low-relief carving. Guide pupils to generate ideas for designing and making of sculptural forms by carving. Demonstrate technique required for carving in relief or in-the-round for pupils to practise. <u>Skills:</u> designing, modelling, planning, appreciation, creativity, etc. <u>Values:</u> discipline, responsibility, good behaviour, understanding, teamwork, truthfulness etc.	Look for pupil's skillfulness and creativity in carving forms of functional and aesthetic value

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION ASSEMBLAGE AND PAPER WORK	<p>The pupil will be able to:</p> <p>2.6.1 design and bind a new album, old or new books and folders with additional techniques e.g. multi-section</p>	<p><u>Designing and binding albums, old or new books and folders</u> e.g. by folding, glueing, stitching, repairing, multi-section binding, changing covers, decorating, labelling etc.</p> <p><u>Tools:</u> scissors, needle, trimming knife, brush, ruler,</p> <p><u>Materials:</u> paper, card, thread, glue, colour etc.</p>	<p>Lead pupils to review previous lessons on designing, folding, binding, glueing, repairing simple single section books and decorating with pattern-making, printmaking, painting, drawing and lettering techniques.</p> <p>Guide pupils to identify books or folders that need repair-binding in the class, school or library.</p> <p>Demonstrate additional techniques in designing, binding or re-binding books, albums for pupils to observe and practise.</p> <p>Pupils to design and make their own folders to keep finished items. They should also repair/re-bind an old book.</p> <p>Pupils to display their works for appreciation and appraisal.</p> <p><u>Skills:</u> binding, designing, repairing, decoration etc.</p> <p><u>Values:</u> Self-confidence, patience, perseverance, truthfulness etc.</p>	<p>Assignment Pupils to design and bind an album to keep photographs or CD or DVD.</p>

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MAKING PICTURES DRAWING COLOURWORK AND MOSAIC	<p>The pupil will be able to:</p> <p>1.1.1 draw and paint a picture using basic concept of perspective.</p>	<p><u>Drawing and painting a picture using basic concept of perspective.</u> <u>An object of the same size appears smaller far away than when it is nearer</u></p> <p>The lines forming the edges of the street, road/ rail lines appear to meet at a distance.</p> <p>Colour of far away objects appear paler than the same colour near to you.</p> <p><u>Materials:</u> charcoal, crayon, pastel poster colour , manila card bond paper, brushes, any other suitable surface or support etc.</p> <p><u>Tools:</u> palettes, brushes etc.</p>	<p>Discuss the concept of perspective by observing examples in the environment e.g. classroom, veranda, street, landscape, colour.</p> <p>Demonstrate how to draw an outdoor scene to perspective for pupils to observe.</p> <p>Guide pupils to select and observe an area in the landscape and compose picture based on the area.</p> <p>Guide pupils to draw and paint according to perfectives.</p> <p>Pupils' finished works should be displayed for exhibition and appreciation.</p> <p><u>Skills:</u> drawing, painting, appreciation, observation, critical thinking etc.</p> <p><u>Values:</u> sharing, togetherness, tolerance, concentration etc.</p>	<p>Look for pupil's ability to : show perspective in the picture.</p>

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SECTION 1 CREATING THROUGH PERFORMANCE, COMPOSITION AND TWO-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PATTERNMAKING PRINTMAKING AND LETTERING	<p>The pupil will be able to:</p> <p>1.2.1 design and create patterns in fabrics by using appropriate techniques.</p>	<p>creating patterns in fabric with various techniques e.g. dyeing, waxing, tying, printing etc.</p> <p><u>Tools</u>: thread, rope, bowls, computer(if available) etc</p> <p><u>Materials</u>: dyes(suede) fabric, wax.</p>	<p>Pupils to explore the natural environment for ideas to create motifs and design for their works.</p> <p>Lead pupils to discuss the social and economic importance of fabric, dyeing and waxing.</p> <p>Demonstrate how to create patterns in fabrics using appropriate techniques e.g. tying, dyeing, printing, waxing, and de-waxing.</p> <p>NOTE : Encourage pupils to explore, test, and experiment with other techniques and natural (plant) dyes available in the locality.</p> <p>Pupils design and create patterns in fabric using appropriate methods and techniques.</p> <p>Pupils display and respond to their works through appreciation and self-evaluation for improvement.</p> <p><u>Skills</u>: idea development, designing, creativity, tying, waxing, de-waxing,</p>	<p>Is the pupils able to :</p> <p>develop a motif for design?</p> <p>translate ideas into design and patterns using an appropriate tools, materials and technique?</p> <p>Assignment Pupils to find out other ways of creating patterns in fabrics and report.</p>

			experimenting, exploring, testing, problem-solving, critical thinking etc. <u>Values:</u> self-confidence, independence, concentration etc.	
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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 PERFORMANCE	The pupil will be able to : 2.3.1 demonstrate skills in telling stories and acting roles.	<u>Story telling and acting roles</u> e.g. Ghanaian stories on human values.	A pupil tells a story based on values such as perseverance, courage, dedication, compassion, sympathy, hard work, kindness, tolerance etc. Pupils act out the story based on the values mentioned above. Pupils discuss the values in the story dramatised with reference to its relevance on the social life of a person.	Is the pupil able to act out his/her roles?
	2.3.2 create movement patterns and talk about them.	<u>Creating movement patterns and talking about them.</u>	Demonstrate movements and invite pupils to imitate them. Pupils create movement patterns depicting selected events, ideas and emotional situations e.g. sadness, anger, disappointment, happiness, excitement etc. Pupils talk about movements	Assignment Pupils, in threes create and perform movement patterns depicting emotional situations discussed.

			<p>created.</p> <p><u>Skills</u>: communicating, acting, role-playing, creating, appreciating etc.</p> <p><u>Values</u>: self-confidence, independence etc.</p>	
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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
LISTENING AND OBSERVING	<p>The pupil will be able to:</p> <p>2.3.3 comment on effective use of tension and release in a dramatic performance.</p>	<p><u>Using tension and release in a dramatic performance</u></p>	<p>Pupils, in small groups, observe and discuss the appropriate use of tension and release in a performance.</p> <p>Pupils discuss the plots and episodes of selected dramatic performances.</p>	<p>Pupils listen to highlife music and list the names of instruments used.</p> <p>Assignment Pupils write about performances they have observed during festival on the T. V. set and video.</p>
	<p>2.3.4 identify three and four pulse measure.</p>	<p><u>Identifying meter in music (three and four pulse measure)</u></p>	<p>Teacher plays music with three and four pulse measures.</p> <p>Pupils move to indicate the meter as the music plays, e.g. XXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>INSERT MUSIC.</p>	<p>Is the pupil able to identify three and four pulse measure?</p>

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WEAVING AND STITCHING	<p>The pupils will be able to:</p> <p>2.4.1 design and make an item with attachment by using appropriate techniques.</p>	<p><u>Designing and making items with attachment using appropriate skills techniques</u></p> <p><u>Techniques:</u> weaving, plaiting, coiling, and stitching, knotting etc.</p> <p>Attachments e.g. with beads, feathers sculptural and ceramic forms (vases, bowls, pots, trays, akuaba) etc.</p> <p><u>Tools:</u> knife, scissors, bodkin, pottery and ceramic items, calabash, gourd, beads, seeds,, shells, twine etc.</p> <p><u>Materials:</u> for basketry, weaving, coiling, stitching, plaiting, knotting etc.</p>	<p>Review previous creative activities in designing and making items by weaving, plaiting, knotting, coiling and stitching.</p> <p>Discuss the importance and procedures for generating, ideas, designing and making items with attachments.</p> <p>Demonstrate unfamiliar techniques for pupils to observe and adapt in creating their own ideas with attachment.</p> <p>Pupils to pre-image, plan, design and create artefacts with attachments using appropriate skills, techniques and materials.</p> <p>Pupils to organise an exhibition of items for the class and public and report on the outcome</p> <p><u>Skills:</u> designing, pre-imaging, weaving, coiling, stitching, plaiting, knotting, problem</p>	<p>Is the pupil able to: generate ideas to design, make an item with attachment for exhibition using suitable materials and appropriate skills/technique?</p>

			solving etc. Values: resourcefulness, patience, self-control etc.	
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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT 4	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) WEAVING AND STITCHING	The pupil will be able to:			
	2.4.2 prepare and fix loops and straps on apron.	<u>Preparing and fixing loops and straps to apron</u> apron , straps, cap, loops <u>Tools</u> : needle, thimble, scissors, pin etc. <u>Materials</u> :unfinished apron, thread etc.	Assist pupils to cut and sew straps. Demonstrate the making and fixing of straps and loops. Pupils to make and fix straps and loops to an apron. Pupils to design a cap to match with their apron.	Is the pupil able to fix loops and traps correctly?
	2.4.3 cut and sew a cap.	<u>Cutting and Sewing a cap</u>	Pupils cut out and sew sides of cap using French seam. Pupils press work neatly and display for appreciation and evaluation. <u>Skills</u> : fixing of straps, stitching, appreciation, neatness etc. <u>Values</u> : concentration, self-confidence etc.	Is the seam straight, and the width appropriate? Is hemming well done? Is the work neat?

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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MODELLING AND CARVING	<p>The pupil will be able to :</p> <p>2.5.1 design and make simple decorative, functional tiles with bricks and suitable clay</p>	<p><u>Designing and making decorative and functional tiles.</u></p> <p>Making mould and casting with plastic clay.</p> <p>Decorating tiles by incising, impression, embossment, painting etc.</p> <p><u>Tools:</u> scrap metal, nails, mould, hammer, tape measure/ruler etc.</p> <p><u>Materials:</u> clay, sand/sawdust etc.</p>	<p>Revise lessons on the preparation of suitable clay, drying, firing and the construction of items using wood and other materials.</p> <p>Guide pupils to discuss the uses of tiles, bricks, moulds and the technique of casting e.g. cement bricks.</p> <p>Demonstrate how to make simple moulds for casting, roofing, wall, floor tiles and bricks.</p> <p>Guide pupils to identify and discuss various ways of casting and decorating tiles e.g. incision and impression.</p> <p>Guide pupils to design and make bricks and tiles using techniques in casting patterns and print making, drawing, painting as well as clay decoration.</p>	<p>Project Pupils in groups :</p> <p>design and make wall and floor tiles to cover/decorate allocated areas of the school or classroom.</p>

			Pupils to exhibit their works for appreciation. Skills: moulding, casting, designing, decoration etc Values: understanding, teamwork, unity, self-analysis, memory, self-confidence.	
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SECTION 2 CREATING THROUGH PERFORMANCE, COMPOSITION AND THREE-DIMENSIONAL ACTIVITIES

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CONSTRUCTION ASSEMBLAGE AND PAPER CRAFT	The pupil will be able to: 2.6.1 design and make simple models with appropriate techniques tools and materials	<u>Designing and making models with appropriate techniques, tools and materials.</u> Making simple models from experiences, imagination, dreams and impressions, e.g. house, furniture, monument, utensil, equipment, bag etc. <u>Tools:</u> for cutting, joining, trimming, gluing etc. <u>Materials:</u> scrap, wood, leather, plastics, fabric; twigs, calabash, branches, bamboo wire, cards, empty packages etc.	Assist pupils to revise their knowledge and skills in generating ideas through pre-imaging, designing and making, items for self expression and to satisfy a need through construction and assemblage. Discuss the importance of making models of one's pre-imaged ideas e.g. building/house. Demonstrate how to make models by using technical skills and other appropriate techniques and materials. Pupils design and make simple models based on their experiences, imagination and impressions about an issue e.g. Ghana's first manufactured aeroplane. Pupils to exhibit their works for self/class appreciation and appraisal. Skills: designing, pre-imaging, modelling, creativity, construction, assemblage, measuring etc. Values: use of memory/imagination,	Pupils to: show accuracy and technical skills in cutting and joining parts. make a model of a furniture he/she will like to own in future. Pupils to search for new ideas on modelling from the internet and report.

			resourcefulness, self-control, perseverance etc	
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