

NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
(MINISTRY OF EDUCATION)



**CREATIVE ARTS AND DESIGN  
COMMON CORE PROGRAMME (CCP)**  
CURRICULUM FOR B7/JHS1 - B9/JHS3

SEPTEMBER, 2020

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MINISTRY OF EDUCATION  
REPUBLIC OF GHANA

## **Creative Arts and Design Curriculum for B7/JHS1- B9/JHS3**

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Ministry of Education

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## FOREWORD

The Ministry of Education, acting through the National Council for Curriculum and Assessment (NaCCA) has, in recent times, been working on curriculum and assessment reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in Ghana. This curriculum, known as the Common Core Programme (CCP), is a sequel to the Kindergarten-Primary standards-based school curriculum, the implementation of which commenced with the 2019/2020 academic year. The CCP is carefully designed for learners in Basic 7 to Basic 9 (JHS 1 – JHS 3) as part of a holistic learning experience that prepares them for post-secondary education, the world of work or both. The curriculum focuses on building character and nurturing values, in addition to ensuring a seamless progression for all learners from JHS to SHS and creates clear pathways for academic and career-related programmes from Basic 10 to Basic 12 (SHS1 - SHS3).

In the twenty-first century, memorisation of facts and figures is no longer a sufficient learner attribute. Therefore, the CCP focuses on the acquisition of the 4Rs (Reading, wRiting, aRithmetic and cReativity) and core competencies to afford learners the ability to apply knowledge innovatively to solve everyday problems. Personal projects, community projects and community service have been integrated into the CCP as part of a comprehensive assessment programme, including assessment of knowledge, skills, attitudes and values that mainly emphasise what learners can do. It is hoped that the content of this curriculum will promote better high school education that meets the varied learning needs of the young people in the country and addresses the shortfalls in the current school curriculum in relation to learning and assessment.

The Ministry of Education is committed to ensuring that our schools develop globally competitive high school graduates who have the requisite employable skills and workplace ethos. The CCP curriculum will, therefore, play an important role in this regard. The Ministry will support the effective implementation of the CCP to include capacity development of all teachers to ensure improved learning experiences and outcomes for our young people.

**Dr. Matthew Opoku Prempeh (MP)**

*The Honourable Minister of Education*

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## ACKNOWLEDGEMENTS

This Common Core Programme (CCP) curriculum was developed together with the National Pre-tertiary Learning Assessment Framework (NPLAF) and Teacher's and Learner's Resource Packs. All these documents were developed by the National Council for Curriculum and Assessment (NaCCA), under the oversight and strategic direction of the Ministry of Education (MoE) with support from some agencies of the MoE and other relevant stakeholders.

NaCCA, acting on behalf of the Ministry of Education (MoE), would like to express its sincere gratitude to all its partners who participated in the professional conversations and discussions during the course of the development of the CCP curriculum.

NaCCA also extends special commendations to the leadership of the Ghana Education Service (GES), National School Inspectorate Authority (NaSIA), National Teaching Council (NTC), Commission for Technical and Vocational Education and Training (Commission for TVET) and other agencies of the MoE.

Additionally, NaCCA acknowledges the contributions of staff from various Universities and Colleges of Education as well as teachers and learners within the Ghana Education Service.

Special thanks go to those who also contributed to shaping this curriculum content through the consultation process, including the national stakeholder engagement conducted in Accra in February, 2020.

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## INTRODUCTION

In the junior high school education, learners are expected to take a Common Core Programme (CCP) that emphasises a set of high, internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The (CCP) runs from Basic 7 through Basic 9.

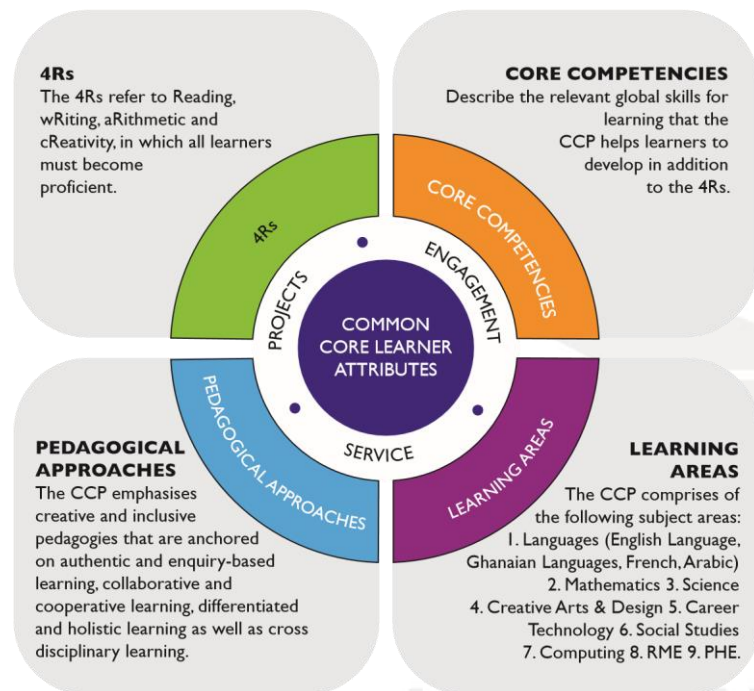
The common core attributes of the learner, which describe the essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective), are at the centre of the CCP (see Figure 1). Inspired by the values which are important to the Ghanaian society, the CCP provides an education of the heart, mind and hands in relation to the learner's lifetime values, wellbeing, physical development, metacognition and problem-solving abilities. Ultimately, this will produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

The features that shape the common core programme are shown in Figure 1. These are

- learning and teaching approaches – the core competencies, pedagogical approaches and the 4Rs;
- learning context – engagements service and projects;
- learning areas – mathematics, science, computing, languages (English Language, Ghanaian Language, French and Arabic), career technology, social studies, physical and health education, creative arts and design and religious and moral education.

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**Figure 1: CCP Learner Attributes**

## Learning and Teaching Approaches

- The core competencies: The core competencies describe the relevant global skills for learning that the CCP helps learners to develop in addition to the 4Rs. The global skills for learning allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development.
- Pedagogical approaches: The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning and holistic learning as well as cross disciplinary learning.
- The 4Rs across the Curriculum: The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become fluent in.



## Learning Context

The CCP places emphasis on engagement of learners in the classroom activities and projects (in and outside classroom). These projects can involve individual or group tasks which all learners are required to complete by the end of Basic 9. The CCP projects provide learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavour. Community service offers opportunities for learners to nurture, love and care for, and solve problems in their community.

## Learning Areas

The CCP comprises the following learning areas:

1. Languages (English Language, Ghanaian Languages, French, Arabic)
2. Mathematics
3. Science
4. Creative Arts and Design (CAD)
5. Career Technology
6. Social Studies
7. Computing
8. Religious and Moral Education (RME)
9. Physical and Health Education (PHE)

This document sets out the standards for learning Creative Arts and Design (CAD) in the Common Core Programme (CCP). The standards in the document are posited in the expectation that the CCP (B7/JHS1 – B9/JHS3) will offer quality education for all types of learners. The design of this curriculum is based on the features of the CCP as shown in Figure 1. It emphasises a set of high internationally-benchmarked career and tertiary education readiness standards. Learners need to acquire these competencies in CAD for post-secondary education, workplace training or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

## RATIONALE

CAD, is a new subject that has been introduced at the CCP level in educating the Ghanaian child. The subject is a multifaceted discipline which is both multidisciplinary and interdisciplinary. The subject comprises four major disciplines namely (i) Design, (ii) Visual Arts, (iii) Music and (iv) Dance and Drama. As CAD, the disciplines become integrated and complement each other. Consequently, learners will have the privilege to study CAD for a statutory period of 200 minutes every week.

Creative Arts and Design (CAD) provides opportunities for a learner to self-explore, self-express, build mental focus, skilfully use hands to create (physical dexterity), manage and reduce stress and achieve personal satisfaction and enjoyment. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture or painting, enjoying a sublime dance, learning from an exciting animation or being moved by a captivating play. The skills acquired through the study of CAD will enable learners to improve their performance in other learning areas. It also prepares them for the modern world of work. In addition, we envisage that CAD will be generating a significant part of the creative and intellectual capital that will drive our country's economy in future. It will also provide an avenue for personal realisation in at least one art discipline in which they will continue to be actively involved in their adult lives, as well as support in their communities.

Creative Arts and Design study at the basic school level is aimed at developing a functional and all-round learner. Learners are exposed to the 3Hs of Head (cognitive/mind/thinking), Hand (psychomotor/body) and Heart (affective/ feelings).

CAD inculcates in the learner the basic knowledge and understanding of diverse cultures, strong logical competences and a range of comprehensive communication and interpersonal skills. Learners are to become critical thinkers and problem solvers as a result. Their self-esteem and sense of emotional intelligence is also improved as they engage in tasks that require intuitive, emotional, holistic, nonverbal and visual-spatial methods for processing ideas and issues.

Therefore, the study of Creative Arts and Design will:

1. develop learners to have creative and innovative skills, critical thinking and problem-solving skills, collaborative and communicative skills;
2. engage learners to acquire, develop and express their feelings and emotions in different ways during the learning process for effective transfer of knowledge: vertically and horizontally;
3. shape the individual's personal sense of social and cultural identity; including addressing stereotypes about gender, disability, ethnicity, religion, and economic status to promote self-worth;
4. facilitate the recognition of the importance and value of the culture of the people; locally, nationally and globally;
5. prepare and predispose the learner for advance learning in senior high school and college thus contributing to informed choices of career courses and vocations in the creative arts industry;
6. transmit, promote and preserve the culture of the nation;
7. help learners think critically and imaginatively to develop ideas for designing, making and responding to artistic processes and products;

8. embrace all domains of knowledge and life: intellectual, social, psychological, spiritual, artistic, aesthetic and physical;
9. provide avenues for performing, producing, self-expression, visual knowledge and the sense of discrimination between what is beautiful and unpleasant, so that people can make the right choices;
10. develop the skills, ability and aptitudes to adapt positively to:
  - i. the changing local and global environment and
  - ii. the need to sustain it.



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## PHILOSOPHY

In our ever growing industrialised and technological society, there is the urgent need to generate a learning system that will not just give knowledge but also the necessary skills to individuals to develop the right values and attitudes. Creative Arts and Design education is to guide the learner to acquire 21st century skills of communication and collaboration, critical thinking and problem solving, personal development and leadership, cultural identity and global citizenship, creativity and innovation, digital literacy, financial literacy, open-mindedness, etc., on one hand, and instil the nation's core values of honesty, integrity, cooperation, perseverance and grit, teamwork, respect for others and responsible citizenry, on the other.

### Teaching Philosophy

The philosophy for teaching Creative Arts and Design (CAD) interconnects with the concept of mentoring of learners through consistent guidance and role modelling both inside and outside of the classroom. The teacher acts as a facilitator, inspires and encourages learners to become:

1. **Observant (sharp-eyed/eared):** Learn to look closely for details of an object mentally and draw/hear/see even if no object/sound/text is present.
2. **Inventive (visionary):** Learn to imagine and manipulate ideas and images from memory.
3. **Explorative:** Learn to take initiatives to explore, experiment and learn from experiences, e.g., trying other alternatives using non-traditional media, instruments, styles and techniques.
4. **Expressive:** Learn to convey personal opinions through artistic Expression.
5. **Persistent:** Learn to persevere (grit), e.g. commit oneself to an activity or project and see it through to the end.
6. **Reflective:** Learn to become aware of personal interests, skills, knowledge and experiences to make critical decisions and judgements.
7. **Perceptive:** Learn to become aware through the senses – seeing, feeling, tasting, smelling and hearing.
8. **Appreciative:** Learn to appraise and talk about all the values of a person or thing

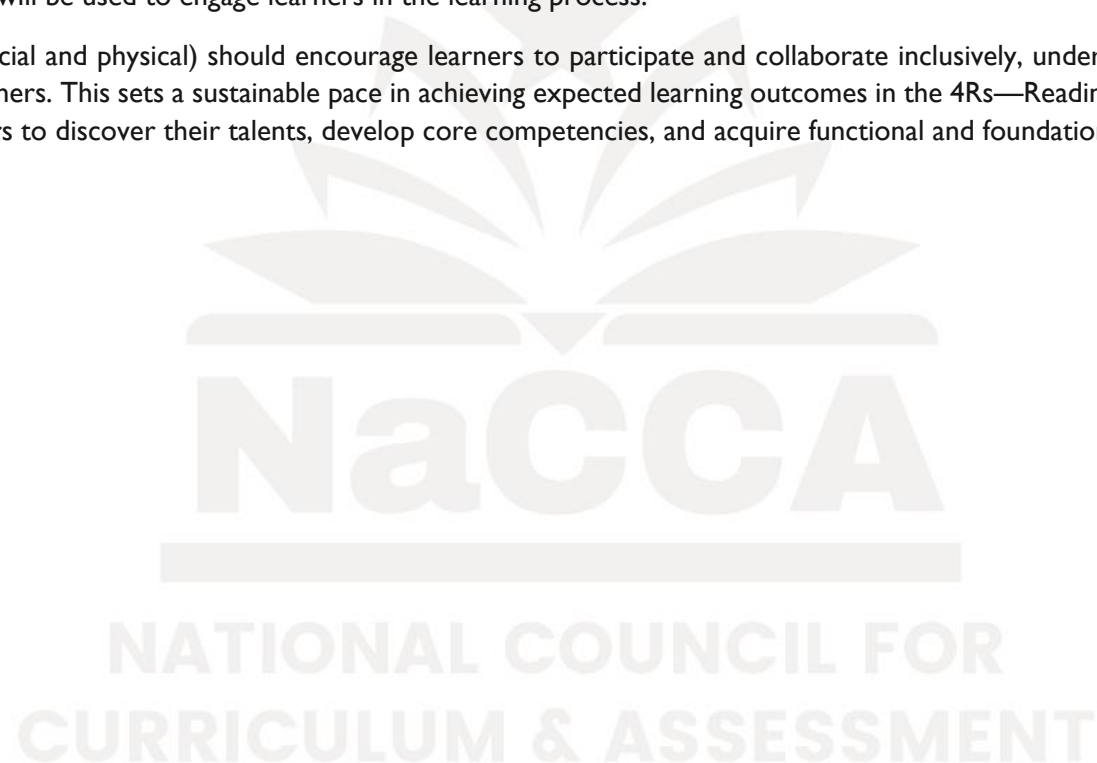
### Learning Philosophy

Creative Arts and Design respects the uniqueness of every learner. It develops individual talents based on the learning activities – music, dance, drama, drawing, modelling, casting, weaving, etc. CAD offers learners the opportunity to work as individuals or in groups without discrimination or comparison. In CAD, learners engage through various learning approaches and activities that promote critical thinking, brainstorming, decision making and learning. It helps learners to appreciate various aspects of the arts.

The CAD curriculum is designed to be interactive, exciting and stimulating. The teacher's primary role is to coach and facilitate learning and overall comprehension of materials, and to measure learning through both formal and informal forms of assessment, like group projects, learners' portfolios, and class participation. The

high tech approach to learning that utilises different technologies to aid learners in their classroom is employed in CAD. As much as possible, where available, computers, tablets and internet will be used to engage learners in the learning process.

The classroom environment (social and physical) should encourage learners to participate and collaborate inclusively, understand and respect their skills, abilities and experiences and those of others. This sets a sustainable pace in achieving expected learning outcomes in the 4Rs—Reading, wRiting, aRithmetic and cReativity. Ultimately, CAD enables learners to discover their talents, develop core competencies, and acquire functional and foundational skills that lead to lifelong learning.



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## **AIMS**

### **General Aim**

The CAD curriculum is aimed at developing individuals who are literate good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

### **Specific Aims**

The CAD curriculum:

1. Educates the learner in Art and through the Arts (head, heart and hands or 3-H Therapy);
2. Develops the learners' thinking capacity, reasoning power and an understanding of the world and its cultures;
3. Provides learners with the opportunity to respond and act creatively according to intuition;
4. Instils in the learner a lifelong critical mind: analytical and problem solving skills, creative and innovative skills;
5. Develops the ability of the learner to identify and address gender and inclusion issues related to the creative arts;
6. Develops the emotional, material, spiritual, cultural and intellectual life of an individual;
7. Strengthens the power of imagination, creative thinking and self- expression;
8. Predisposes the learner to technical, vocational and entrepreneurial skills needed for industrialisation;
9. Develops in the learner the skill of appreciation and appraisal of the creative arts and the artists /artistes.

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## PROFILE OF EXPECTED LEARNING BEHAVIOURS

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:

- Knowledge, Understanding and Application;
- Artistic Process (Creating, Performing, Presenting, Producing, Responding and Connecting);
- Attitudes and Values (Honesty, Integrity, Cooperation, Perseverance and Grit, Teamwork, Respect for Others and Responsible Citizenry).

### Knowledge, Understanding and Application

Under this domain, learners acquire knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, rewriting etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At higher levels, the learner may be required to synthesise knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story or a piece of music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours “knowing”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

In this curriculum, learning indicators are stated with action words to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise and give examples means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can apply the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an **“action word”** that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as applying knowledge.

Each action word in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which you have to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to real world – surface learning – to a new position called – deep learning. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills, explain reasoning and to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the position where learning becomes beneficial to the learner.

The keywords and explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

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



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

**Applying:** This dimension is also referred to as “Use of Knowledge”. Ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover etc.

**Analysing:** The ability to break down material/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognise unstated assumptions and logical fallacies; ability to draw inferences from facts etc.

**Synthesising:** The ability to put parts or ideas together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create and generate new ideas and solutions.

**Evaluating:** The ability to appraise, compare features of different things and make comments or judgement, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

**Creating:** The ability to use information or materials to plan, compose, produce, manufacture or construct other products.

From the foregoing, creating is the highest form of thinking and learning and is therefore the most important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking, it is advised that you do your best to help learners to develop analytical skills and processes as we have said already. It is advised that teachers do their best to help the learners develop reasoning skills.

To be effective, competent and reflective citizens who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems.

As the Creative Arts and Design (CAD) subject is new, we believe there would be challenges delivering its content effectively. Some of the challenges include personnel to handle the specialised CAD disciplines, availability of equipment and resources, and statutory time available for teaching the subject on the basic school time table. Consequently, a Teacher’s Resource Pack and Learner’s Resource Pack have been developed to support and guide teachers.

Suggested Activities in the Exemplars: Teachers are to:

- plan their teaching by first reading through the resource packs for the suggested activities and write their own lesson plans for their lesson delivery
  - they may re-order the suggested teaching and learning activities
  - they may also add to them where necessary in order to achieve the best learner learning experiences
- guide learners to apply their knowledge in dealing with issues both in and out of school that extends learners’ knowledge through homework, project work, community engagement suggestions, etc.
- select teaching and learning activities that will ensure maximum learner participation;



- avoid rote learning and drill-oriented approaches and rather emphasise participatory teaching and learning with special focus on the cognitive, affective and psychomotor domains wherever appropriate;
- teach learners to be problem solvers.

In CAD, learners are expected to acquire valuable basic practical skills to serve as a foundation for further skills development. Observe and also ensure that learners exhibit skills and values in their behaviour and in creative activities.

Evaluation: Suggested mode of evaluating learners' performance in CAD lessons/activities are as follows:

1. Conceptualisation/Ideation/Audiation: Originality, Creativity, Idea Development, Visualisation, Pre-imaging, Sketching, Internalising (pitch/rhythm/melody/harmony/body movement, etc.), Singing, Instrument Playing, etc.
2. Planning/Preparation/Rehearsal: Acquisition of Tools, Props, Materials, Costumes, Equipment and Instruments.
3. Artistic Process: (Creating/Composing/Producing): Selection and use of tools/instruments, materials, imagination; plan and make; evaluate and refine.
4. Presentation/Performance/Exhibition: Analysis, Responding, Appreciation, Appraisal, Criticism, Judgement and Connecting.
5. Product/Composition: Finishing, Suitability, Usefulness, Aesthetic Appreciation and Cultural Value.
6. Core Values and Core Competencies: honesty, integrity, cooperation, perseverance and grit, teamwork, respect for others, communication and collaboration, critical thinking and problem solving, personal development and leadership, cultural identity and global citizenship, creativity and innovation, digital literacy, financial literacy, open-mindedness.

Teachers should:

- design sets of tasks and assignments that will challenge learners to apply their knowledge to issues and problems;
- engage learners in creating new and original items/compositions;
- assist learners to develop positive attitudes for creative activities;
- emphasise the issues of conceptualisation, planning and making/ composing as key components in evaluating learners' work;
- guide learners to transform what they know, understand and can do into creative products;
- observe and guide learners as they work independently or in groups in the performance of various tasks since both process and products are equally important;
- select and plan other learning activities to assist learners acquire, develop and demonstrate the subject specific practices and Core Competencies outlined under the specific indicators and exemplars of each content standard of the sub-strands/strands in addition to what have been suggested;
- bear in mind that the curriculum cannot be taken as a substitute for lesson plans. It is therefore necessary that teachers develop a scheme of learning and lesson plans for teaching the indicators and exemplars of this curriculum.

Note that:

- CAD is taught as a practical subject. Learners are to be TAUGHT and EVALUATED PRACTICALLY.
- CAD is basically for the acquisition of practical skills.
- Though learners have to be taken through few theoretical lessons, this is to reinforce their learning and for ideation, conceptualisation, brainstorming and critical thinking to find solutions to identified problems.
- Learners must observe, listen, reflect, brainstorm, discuss, compose, perform, respond, talk, report and describe.

## **Skills and Processes**

These are specific activities or tasks that indicate performance or proficiency in the learning of CAD. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning.

### **Practical Skills**

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 Tools/Equipment/Materials
2. Observation
3. Craftsmanship/Draftsmanship
4. Perception
5. Creativity
6. Communication

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

**Observation:** Learners should be able to use their senses to make accurate observation of skills and techniques during demonstrations. In this case, learners should be able to apply or imitate the techniques they have 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 learners.

**Perception:** Learners should be able to respond to their environment using all the senses (seeing, hearing, smelling, touching, tasting and movement or kinaesthetic). The learner should be encouraged to apply these senses to every project that is undertaken.

**Originality/Creativity:** Learners 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 own artworks and not to 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:** Learners should be guided to develop effective oral and written communication skills necessary for group work, reporting and appreciation etc.

### **Attitudes, Values and Process Skills**

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them participate in debates and take a stand on issues affecting them and others. The CAD curriculum thus focuses on the development of attitudes and values.

The CAD curriculum aims at helping learners to acquire the following:

1. **Commitment:** determination to contribute to national development.
2. **Tolerance:** willingness to respect the views of others and embrace diversity. .
3. **Patriotism:** readiness to defend the nation.
4. **Flexibility in ideas:** willingness to change opinion in the face of more plausible evidence.
5. **Respect for evidence:** willingness to collect and use data for one's investigation, and also have respect for data collected by others.
6. **Reflection:** the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible faults and other ways in which the investigation or observation can be improved upon.
7. **Comportment** conforming to acceptable societal norms.
8. **Co-operation** the ability to work effectively with others.
9. **Responsibility:** the ability to act independently and make decisions; morally accountable for one's action; capable of rational conduct.
10. **Environmental Awareness:** being conscious of one's physical and socio-economic surroundings.

11. **Respect for the Rule of Law:** obeying the rules and regulations of the land.

The teacher should ensure that learners cultivate the above attitudes and skills as basis for living in the nation as effective citizens.

## Values

At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy, should be consistent with the following set of values.

**Respect:** This includes respect for the nation of Ghana, its institutions and laws and the culture and respect among its citizens and friends of Ghana.

**Diversity:** Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

**Equity:** The socio-cultural and economic environment across the country is uneven. Consequently, it is necessary to be deliberate in addressing the specific needs of learners and to ensure an equitable distribution of resources. Ghana's learners have varied needs influenced by their gender, abilities, economic status, geographical background among others which requires the provision of equal opportunities to all.

**Commitment to achieving excellence:** Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in any field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.

**Teamwork/Collaboration:** Learners are encouraged to be committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.

**Truth and Integrity:** The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences and be morally upright with the attitude of doing the right thing even when no one is watching. Also, be true to themselves and be willing to live the values of honesty and compassion. Equally important is the practice of positive values as part of the ethos or culture of the workplace, which includes integrity and perseverance. These values must underpin the learning processes to allow learners to apply skills and competencies in the world of work.

## **ASSESSMENT**

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning. Assessment may be formative, summative, diagnostic or evaluative depending on its purpose. It is integral to the teaching-learning process, promotes learners learning and improves instruction. In CCP, it is suggested that assessment involves assessment for learning, assessment of learning and assessment as learning, which are described in the subsequent paragraphs.

### **Assessment for Learning (AfL)**

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learner is in their learning, where they need to be (the desired goal) and how best to get them there. AfL is one of the most suitable methods for improving learning and raising standards (Black and William, 1998).

Assessment for Learning also refers to all the activities undertaken by teachers and/or learners, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. AfL can be achieved through processes such as sharing criteria with learners, effective questioning and feedback.

AfL, therefore, provides timely feedback to ensure individual learners are assisted during the teaching and learning process using various strategies and questioning to measure the learning that has actually taken place. It is a continuous process that happens at all stages of the instructional process to monitor the progress of a learner and to offer feedback or change teaching strategies to achieve performance standards of a lesson.

### **Assessment as Learning (AaL)**

Assessment as Learning develops and supports learners' sense of ownership and efficacy about their learning through reflective practices. This form of self-assessment helps in building the competencies of learners to achieve deeper understanding of what their own learning and what they are taught.

### **Assessment of Learning (AoL)**

Assessment of learning provides a picture of the achieved standards of the teacher and performance of learners at the terminal stage of the learning process. This information provides data for accountability and educational decisions such as grading, selection and placement, promotion and certification. Through AoL, stakeholders such as parents and guardians are informed about the extent learners have attained expected learning outcomes at the end of their grade or programme.

## What do we assess?

Emphasis in assessment in the CCP is on the Common Core Learner Attributes, which are essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective).

Knowledge and skills with emphasis on the 4Rs **in the learning areas**

Core competencies with emphasis on attitudes and values developed **through the learning and its context as well as the pedagogical approaches.**

The Process is illustrated diagrammatically in Figure 2.

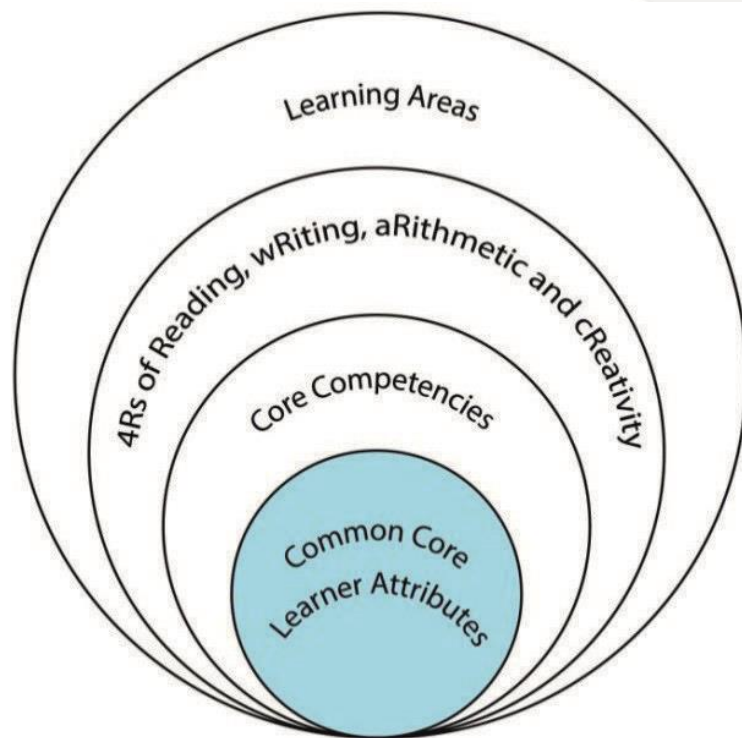


Figure 2: Essential Assessment Features



## How do we monitor progress?

School Based Assessments (SBA) cover all forms/modes of assessment including AfL, AaL and AoL (see Table I), that can be undertaken by any school-level actor (learner, teacher, headteacher) to monitor the learner's achievement over a period of time. Data collection and keeping records of the data are central to the conduct of SBA.

**Table I: Modes of Assessment**

Assessment for Learning	Assessment of Learning	Assessment as Learning
Class exercises	Class Assessment Task	Portfolio
	(CAT)	
Quizzes	End of term assessment	Journal entries
Class tests (written, oral, aural and/or practical)	End of year assessment	Project work
Class Assessment Task (CAT)		Checklist
		Questionnaire

The following are samples of relevant records that can be kept on the learner's learning.

- Learner's Progress Record (Cumulative Record)
- Learner's Report Card
- School Based Assessment Termly Recording Register

Details of guidelines on SBA can be found in the National Pre-tertiary Learning Assessment Framework (NPLAF) document (Ministry of Education, 2020a) and the School-Based Assessment Guidelines (Ministry of Education, 2020b)

## Reporting School-Based Assessment (SBA) in the CCP

The CCP uses a criterion-referenced model of presenting and reporting school-based assessment data. School-based assessment throughout the three-year duration of CCP is done against criteria linked to performance standards and not against the work of other learners. The CCP provides levels of proficiency to be attained and descriptors for all grade levels of the programme (see Table 2). These levels and descriptors cannot be changed by individual schools and are, therefore, common to all learners as well as learning areas nationwide. For each assessment criterion or benchmark for the level of proficiency, a number of descriptors are defined as shown in Table 2.

**Table 2: Benchmarks, levels of proficiency and the grade level descriptors**

LEVEL OF PROFICIENCY	BENCHMARK	GRADE LEVEL DESCRIPTOR
1: Highly proficient (HP)	80% +	Learner shows high level of proficiency in knowledge, skills and values and can transfer them automatically and flexibly through authentic performance tasks.
2: Proficient (P)	68-79%	Learner demonstrates sufficient level of proficient knowledge, skills and core understanding; can transfer them independently through authentic performance tasks
3: Approaching Proficiency (AP)	54-67%	Learner is approaching proficiency in terms of knowledge, skills and values with little guidance and can transfer understanding through authentic performance tasks



4: Developing (D)	40-53%	Learner demonstrates developing level of knowledge, skills and values but needs help throughout the performance of authentic tasks
5: Emerging (E)	39% and below	Learner is emerging with minimal understanding in terms of knowledge, skills, and values but needs a lot of help.

The grading system presented, shows the letter grade system and equivalent grade boundaries. In assigning grades to learners' test results, or any form of evaluation, the above grade boundaries and the descriptors may be applied. The descriptors (Highly Proficient [HP], Proficient [P], Approaching Proficiency [AP] , Developing [D], Emerging [E], indicate the meaning of each grade.

In addition to the school-based assessment (SBA), a national standards assessment test is conducted in Basic 8 to provide national level indicators on learners' achievements.

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## CREATIVE PEDAGOGICAL APPROACHES

These are the approaches, methods, strategies, appropriate relevant teaching and learning resources for ensuring that every learner benefits from the teaching and learning process. The curriculum emphasises the:

1. creation of learning-centred classrooms through the use of creative approaches to ensure learner empowerment and independent learning;
2. positioning of inclusion and equity at the centre of quality teaching and learning;. Inclusion involves addressing the varied needs of learners based on their gender, disability, economic status, religious affiliation, geographical location, etc
3. use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind;
4. use of Information Communication Technology (ICT) as a pedagogical tool;
5. identification of subject specific instructional expectations needed for making learning in the subject relevant to learners;
6. integration of assessment as learning, for learning and of learning into the teaching and learning processes and as an accountability strategy; and
7. use questioning techniques that promote deep learning.

### Learning-Centred Pedagogies

The learner is at the centre of learning. At the heart of the national curriculum for change and sustainable development, is the learning progression and improvement of learning outcomes for Ghana's young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with their cohort.

The CAD curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas through the inspiration of the teacher. The learners then become actively engaged in looking for answers and working in groups to solve problems. They also research information, analyse and evaluate information. The aim of the learning-centred classroom is to enable learners to take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

**The teacher as a facilitator** needs to create a learning environment that ensures:

1. learners feel safe, accepted and encouraged to actively participate in the learning process.
2. learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways;
3. the teacher assumes the position of a facilitator or coach who helps learners to identify a problem suitable for investigation via project work;
4. problems are connected to the context of the learners' world so that it presents authentic opportunities for learning;

5. subject matter around the problem, not the discipline;
6. learners responsibly define their learning experience and draw up a plan to solve the problem in question;
7. learners collaborate whilst learning;
8. demonstration of the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than teachers providing the answers and their opinions in a learning centred classroom.

The teacher is a facilitator or coach who:

- helps learners to identify a problem suitable for investigation;
- connects the problem with the context of the learners' world so that it presents authentic opportunities for learning;
- organises the subject matter around the problem, not the discipline;
- gives learners responsibility for defining their learning experience and planning to solve the problem;
- encourages collaboration by creating learning teams expects all learners to demonstrate the results of their learning through a product or performance.

## **Inclusion**

Inclusion is recognising that learners come from diverse background with varied needs and must be uniquely supported through the learning process. Learners can be disadvantaged based on their gender, ability, ethnicity economic status, religious affiliation among others.

Inclusion is therefore ensuring access and learning for all learners. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access and accessibility to quality education is met. The Curriculum suggests a variety of approaches that addresses learners' diversity and their special needs in the learning process. When these approaches are effectively used in lessons, they will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning experiences should take these differences into consideration.

The curriculum therefore promotes:

1. learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities;
2. learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and

3. the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

## Differentiation and Scaffolding

**Differentiation** is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have the best chance of learning. Differentiation could be by content, tasks, questions, outcome, groupings and support. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through (i) Task (ii) Support from the Guidance and Counselling Unit and (iii) Learning outcomes.

- **Differentiation by task** involves teachers setting different tasks for learners of different abilities. For example: in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan.
- **Differentiation by support** involves the teacher giving needed support and referring weak learners to the Guidance and Counselling Unit for academic support.
- **Differentiation by outcome** involves the teacher allowing learners to respond at different levels. Weaker learners are allowed more time for complicated tasks.

**Scaffolding** in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning task, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read and engaging them to discuss the excerpt to improve comprehension. The teacher goes ahead to guide them through the key words/ vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text.

Common scaffolding strategies available to the teacher are:

1. giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty or sophistication over time;
2. describing or illustrating a concept, problem, or process in multiple ways to ensure understanding;
3. giving learners an Exemplar(s) or a model of an assignment they will be asked to complete;
4. giving learners a vocabulary lesson before they read a difficult text;
5. describing the purpose of a learning activity clearly and the learning goals they are expected to achieve; and
6. explicitly describing how the new lesson builds on the knowledge and skills learners were taught in a previous lesson

## Information Communication Technology (ICT)

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT use for teaching and learning are: ICT has the potential to innovate, accelerate, enrich and deepen skills. It also motivates and engages learners to relate school experiences to work practices. It provides opportunities for learners to fit into the world of work..

Some of the expected outcomes that ICT aims to achieve are:

1. improved teaching and learning processes;
2. improved consistency and quality of teaching and learning;
3. increased opportunities for more learner-centred pedagogical approaches;
4. improved inclusive education practices.; where learners with special education and social need such as disabilities and gender differences are uniquely catered for;
5. improved collaboration, creativity, higher order thinking skills;
6. enhanced flexibility and differentiated approach of delivery;
7. enhanced use of digital media responsibly as they understand appropriate and inappropriate behaviour in cyberspace and their implications that help them to evaluate the quality and validity of information.

The use of ICT as a teaching and learning tool is to provide learners access to large quantities of information online and offline. It also provides the frame-work for analysing data to investigate patterns and relationships in the Creative Arts and Design context. Once learners have made their findings, ICT can help them organise, edit and print the information in many different ways.

Learners need to be exposed to various ICT tools around them including calculators, radios, cameras, phones, television sets and computers and related software like Microsoft Office packages - Word, PowerPoint and Excel - as teaching and learning tools. The exposure that learners are given from Basic 7 to 9 to use ICT in exploiting learning will build their confidence and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and competence level of learners.

## CORE COMPETENCIES

The core competencies for CAD describe a body of skills that teachers at the basic level should seek to develop in their learners. They are ways in which teachers and learners in CAD engage with the subject matter as they learn the subject. The competencies describe a connected body of core skills that are acquired throughout the processes of teaching and learning. They are the relevant global skills for learning that allow learners to develop, in addition to the 4Rs, to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, culturally identified individuals and digitally literate and global citizens who are have keen interest in their personal development. In using this curriculum, we hope the core competencies will be developed in learners to help them develop our country, Ghana.

These competencies include:

### **Critical Thinking and Problem Solving (CP)**

This skill develops learners' cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem-solving skill enable learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

### **Creativity and Innovation (CI)**

Creativity and innovation promote the development of entrepreneurial skills in learners through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners with this skill are also able to think independently and creatively.

### **Communication and Collaboration (CC)**

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

### **Cultural Identity and Global Citizenship (CG)**

This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competencies and attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

### **Personal Development and Leadership (PL)**

This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people or to meet other people's needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enables learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience and self-confidence. It helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

### **Digital Literacy (DL)**

Digital Literacy involves equipping learners to discover, acquire and communicate through ICT to support their learning. It also makes them use digital media responsibly.

For effective lesson planning for teaching, learning and assessment, it is suggested that teachers refer to Appendix I for details of the components of the core competencies. These details comprise the unpacked skills such as: listening, presenting and team work for collaboration.

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## INSTRUCTIONAL EXPECTATIONS

Creative Arts and Design (CAD) teachers are expected to recognise each learner's unique ability and put in place appropriate teaching and learning strategies to meet the unique need of the individual learner. The approach is not a "one size fits all" because each learner has distinct skills, talents and capabilities. This approach calls for the use of a range of different pedagogical approaches that seek to address the needs of the individual learner. The most important thing is that they are always ready to participate in a CAD lesson. Therefore:

1. through class discussions, guide learners to be aware that creative activities are used to solve identified problems. For example: the visual arts products beautify our homes, schools, churches, mosques, palaces and work places. They are used to give us information, educate us and show directions
2. the performing arts works are used to entertain us during social gatherings and religious functions. They are also used to educate and advise us
3. lead learners to identify problems in the home, school and community that affect the individual, family, community and the country.
4. Guide them to discuss the effect of these problems on their education, health and sanitation, cultural beliefs and practices, job creation and employment, etc.
5. lead them to investigate the causes of these problems through interviews, visits, observations, reading and group or class discussions, etc.
6. learners through brainstorming activities, exploration with available tools, materials, instruments, materials and techniques (individually or in groups) to design, compose/make visual and performing arts projects to help solve an identified problem.
7. learners plan, display and share their artworks and compositions through exhibitions and performances with peers and other members of the community.
8. guide learners to appreciate, appraise and critique their works, document the outcomes, reflect creatively on their findings and use the feedback to undertake future projects

Teachers of CAD should present the learner with options that make skills, concepts and experiences in creative arts applicable in other learning areas and in real world situations. Opportunities should be provided for visits to historical sites, galleries, museums, parks, centres of arts and culture, chief's palaces, theatres, drama studios, craft centres and production units to observe and interact with practitioners to form the core of learning activities. These will enable learners appreciate the nature of things and to focus their natural curiosity for self-learning, academic progression and career choices. Well-planned lessons which involve learners making decisions and taking responsibility of their own learning will help to achieve the goals of the learning and become grounded in the acquisition of the 4Rs (Reading, wRiting, aRithmetic and cReativity) for life.

CAD teachers are encouraged to use the following strategies in facilitating teaching and learning:

- Project-based learning
- Exploration
- Inquiry-based learning
- Procedural learning
- Experiential learning.



Learners are to be guided to:

- explore their environment, critically observe, examine, investigate, reflect on happenings around them,
- design, compose, make, perform and display using available materials, tools, equipment, instruments, props, costumes, ICT devices and
- examine, assess and make value judgements and recommendations for improvement or correction.

### **Suggested Time Allocation**

A total of four periods a week, each period consisting of 50 minutes, is allocated to the teaching of CAD at the CCP level (B7/JHS1– B9/JHS3). Learners will have the privilege to study CAD for a statutory duration of 200 minutes every week. Design will have one period of 50 minutes, Visual Arts will have two periods of 100 minutes, Music and Dance–Drama will alternate and have one 50-minutes period every fortnight. It is suggested that teachers of CAD agree among themselves for the timetabling arrangements.

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## ORGANISATION AND STRUCTURE OF THE CAD CURRICULUM

The Creative Arts and Design (CAD) programme is an amalgamation of four subject disciplines in the arts, namely: Design, Visual Arts, Music and Dance, and Drama. As a subject on the basic school timetable, CAD becomes a multifaceted discipline that is both multidisciplinary and interdisciplinary. For effective delivery of its content, two main areas are created (namely Design and Creative Arts) that form the main Strands of the subject.

CAD will be offered to all CCP learners. Under Design, three sub-strands are identified. Under Creative Arts, three sub-strands are identified. The strands and sub-strands are shown below.

STRANDS	SUB-STRANDS
1.DESIGN	1.1 Design in Nature and the Manmade Environment
	1.2 Drawing, Shading, Colouring and Modelling for Design
	1.3 Creativity, Innovation and the Design Process
2.CREATIVE ARTS	2.1 Media and Techniques
	2.2 Creative and Aesthetic Expression
	2.3. Connections in Local and Global Cultures

### Curriculum Sectional Headings

**Strands** are the broad learning areas or domains of the CAD content to be studied.

**Sub-strands** are the sub-divisions of the broad learning areas or strands.

**Content standard** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

**Indicators** are clear outcomes or milestones that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

**Exemplars** clearly explain the expected outcomes of indicators and serve as support and guidance to the facilitator/teacher in the delivery of the curriculum.

### Annotation (Curriculum Reference Numbers)

A unique notation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The notation is defined in Figure 3:

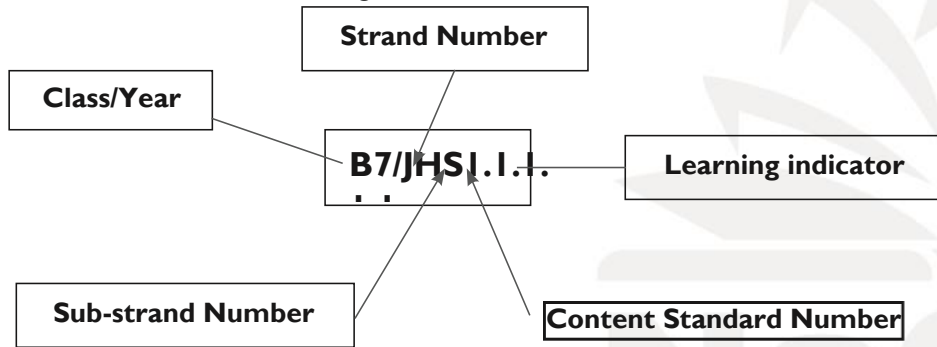


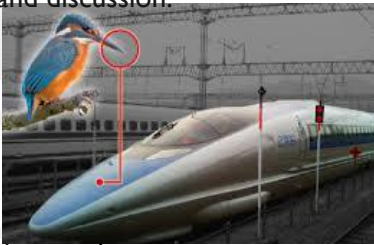

Figure 3: Curriculum Reference Numbers

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## ORGANISATION AND STRUCTURE OF THE CURRICULUM

a) Organisation: The curriculum is organised under the following key headings.

CLASS	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATOR	EXEMPLAR
	STRAND: 1.Design	SUB-STRAND: 1.1 Design in Nature and the Manmade Environment			
CONTENT STANDARD	INDICATORS AND EXEMPLARS		CORE COMPETENCIES		
<b>B7/JHS1.1.1.1</b> Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the manmade environment.	<b>B7/JHS1.1.1.1</b> <b>Demonstrate understanding of design as a concept and its importance and role as a medium for creative expression of design in nature and the manmade environment.</b>		<b>Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL)</b>  <b>CC9.1:</b> Demonstrate behaviour and skills of working towards group goals <b>CP5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion <b>CI5.5:</b> Ability to try new alternatives and different approaches <b>DL6.1:</b> Use digital tools to create novel things.		
	1. Research to determine and record the meaning, relevance and role of design in nature and the manmade environment for reflection and discussion.  2. Identify and reflect on selected natural and manmade designs to appreciate and determine how nature has influenced manmade designs to benefit society for appreciation and discussion.				
	 Beak of kingfisher bird inspired Shinkansen Bullet Train – Japan	 Design inspired by the palm			

## Design

Design consists of creative knowledge and understanding about creativity and innovation.

The *Design Strand* consists of the following learning areas:

- Design in Nature and the Manmade Environment
- Drawing, Shading, Colouring and Modelling for Design
- Creativity, Innovation and the Design Process

## Visual Arts

Visual Arts consist of the following learning areas/experiences

Two-dimensional arts: drawing, painting, colour work, printmaking, patternmaking, lettering and camera/electronic arts etc.

Three-dimensional art: modelling, casting, carving, weaving (fibre arts), paper craft (origami/quilting art), sewing/stitching, crocheting, construction and assemblage.

This strand encourages self-expression, brainstorming, imagination, perception, reflective thinking, critical observation, analytical and practical skills and attitudes for designing and making visual arts works. Through this strand, learners further develop their visual literacy by looking at, examining, thinking about and expressing their own views and feelings about a wide variety of their own and others' artworks produced or found in different cultures and environments in Ghana and other parts of the world based on the following:

- Type of artworks
- People who make the artworks
- Theme or topic
- Materials used
- Tools used
- Methods of production
- Cultural, functional and aesthetic value of the artworks

## Performing Arts Strand

Performing Arts consists of the following learning areas:

- Music
- Dance
- Drama

This strand encourages self-expression, brainstorming, imagination, perception, reflective thinking, critical observation, listening, analytical and practical skills and attitudes for composing and performing music, dance and drama. Through this strand, learners further develop their visual literacy by looking at, examining, thinking about and expressing their own views and feelings about a wide variety of own and others compositions and performances produced or found in different cultures and environments in Ghana and other parts of the world based on the following:

- Types of compositions
- People who compose or perform the artworks
- Theme or topics
- Materials and elements used
- Instruments used
- Methods of production
- Cultural, functional and aesthetic value.

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## SCOPE AND SEQUENCE

The **Content Standards** that are pre-determined level of knowledge; skill and/or attitude that the learner attains by each of the Common Core Programme [CCP] levels (B7/JHS1–B9/JHS3) have been sequenced progressively.

STRANDS	SUB-STRANDS	CONTENT STANDARD		
		B7/JHS1	B8/JHS2	B9/JHS3
DESIGN	I.1 Design in Nature and the Manmade Environment	<b>B7/JHS1 I.1.1</b> Demonstrate understanding of design as a concept in relation to the elements (dots, lines, shapes) and principles (balance, rhythm, repetition) of design and as a medium for creative expression of design in nature and the manmade environment.	<b>B8/JHS2 I.1.1</b> Demonstrate understanding of design as a concept in relation to the elements (texture, colour) and principles (unity, variety) of design and as a medium for creative expression of design in nature and the manmade environment.	<b>B9/JHS3 I.1.1</b> Demonstrate understanding of design as a concept in relation to the elements (value) and principles (emphasis) of design and as a medium for creative expression of design in nature and the manmade environment.
	I.2 Drawing, Shading, Colouring and Modelling for Design	<b>B7/JHS1 I.2.1.</b> Demonstrate understanding and ability to use (outline drawing), shading, colouring and modelling media and techniques for creative expression of design ideas.	<b>B8/JHS2 I.2.1.</b> Demonstrate understanding and ability to use (2-D drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.	<b>B9/JHS3 I.2.1.</b> Demonstrate understanding and ability to use ( 3-D drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.

	1.3 Creativity, Innovation and the Design Process	B7/JHS1 1.3.1 Demonstrate understanding of the design process and models of its application in problem solving in various disciplines.	B8/JHS2 1.3.1 Demonstrate understanding of the design process and models of its application in problem solving in various disciplines.	B9/JHS3 1.3.1 Demonstrate understanding of the design process and models of its application in problem solving in various disciplines.
CREATIVE ARTS	2.1 Media and Techniques	B7/JHS1 2.1.1. Visual Arts Demonstrate understanding of Visual Arts media and techniques and their application in still-life drawing, pattern making and modelling.	B8/JHS2 2.1.1. Visual Arts Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/ memory and imagination, print making and weaving.	B9/JHS3 2.1.1. Visual Arts Demonstrate understanding and apply media and techniques in casting, assemblage and folding.
		B7/JHS1 2.1.2. Music Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.	B8/JHS2 2.1.2. Music Demonstrate understanding and apply tempo, dynamics and simple forms in music.	B9/JHS3 2.1.2. Music Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music.



		<p>B7/JHS1. 2.1.3.</p> <p>Dance and Drama:</p> <p>Demonstrate understanding and apply media, voice and movement techniques in dance and drama.</p>	<p>B8/JHS2. 2.1.3.</p> <p>Dance and Drama:</p> <p>Demonstrate understanding of Ghanaian dance forms.</p>	<p>B9/JHS3. 2.1.3.</p> <p>Dance and Drama:</p> <p>Demonstrate understanding and application of Dance Drama</p>
	2.2 Creative and Aesthetic Expression	<p>B7/JHS1. 2.2.1.</p> <p>Visual Arts</p> <p>Demonstrate the ability to use concept of the design process (idea development) to produce, display and appraise own creative artworks that reflect the range of different times and cultures.</p>	<p>B8/JHS2. 2.2.1.</p> <p>Visual Arts</p> <p>Demonstrate the ability to apply the concept of the design process (idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures.</p>	<p>B9/JHS3. 2.2.1.</p> <p>Visual Arts</p> <p>Exhibit art works produced from competencies and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures</p>
		<p>B7/JHS1. 2.2.2.</p> <p>Music</p> <p>Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical artworks that reflect the range of different times</p>	<p>B8/JHS2. 2.2.2.</p> <p>Music</p> <p>Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical artworks that reflect a range of different times and cultures.</p>	<p>B9/JHS3. 2.2.2.</p> <p>Music</p> <p>Exhibit competencies in the application of the design process to produce and display own creative musical works that reflect a range of different times, cultures and topical issues.</p>

		<p>B7/JHS1. 2.2.3.</p> <p>Dance and Drama:</p> <p>Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.</p>	<p>B8/JHS2. 2.2.3.</p> <p>Dance and Drama:</p> <p>Demonstrate how to apply the concept of design process (Idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures</p>	<p>B9/JHS3. 2.2.3.</p> <p>Dance and Drama:</p> <p>Producing a Dance Drama</p> <p>by exhibiting competencies in the application of design process and skills to produce and display own creative artworks that reflect a range of different times, cultures and topical issues.</p>
	2.3 Connections in Local and Global Cultures	<p>B7/JHS1. 2.3.1.</p> <p>Visual Arts</p> <p>Demonstrate the ability to correlate and generate ideas from visual artworks in the community that reflect a range of different times, cultures and topical issues.</p>	<p>B8/JHS2. 2.3.1.</p> <p>Visual Arts</p> <p>Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues.</p>	<p>B9/JHS3. 2.3.1.</p> <p>Visual Arts</p> <p>Demonstrate the skill to correlate and generate ideas from creative artworks of African artists that reflect a range of different times, cultures and topical issues.</p>

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		<p>B7/JHS1. 2.3.2.</p> <p>Music</p> <p>Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues.</p>	<p>B8/JHS2. 2.3.2.</p> <p>Music</p> <p>Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different times, cultures and topical issues.</p>	<p>B9/JHS3. 2.3.2.</p> <p>Music</p> <p>Demonstrate the skill to correlate and generate ideas from indigenous creative musical forms of African composers that reflect the history, culture, environment and topical issues.</p>
		<p>B7/JHS1. 2.3.3.</p> <p>Dance and Drama:</p> <p>Demonstrate the ability to correlate and generate ideas from creative artworks of dancers and actors in the community that reflect a range of different times, cultures and topical issues.</p>	<p>B8/JHS2. 2.3.3.</p> <p>Dance and Drama:</p> <p>Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues.</p>	<p>B9/JHS3. 2.3.3.</p> <p>Dance and Drama:</p> <p>Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues</p>

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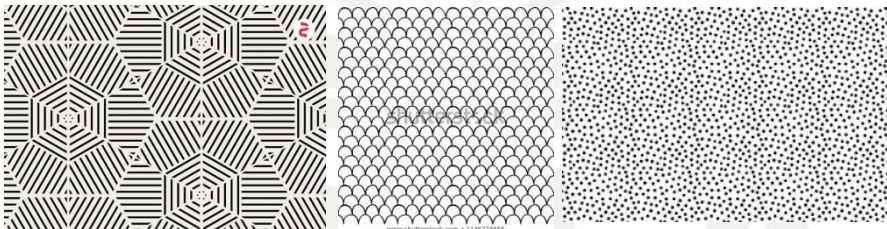
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## STRAND I: DESIGN

### SUB-STRAND I.1.: DESIGN IN NATURE AND MANMADE ENVIRONMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI 1.1.1</b> Demonstrate understanding of design as a concept in relation to the elements (dots, lines, and shapes) and principles (balance, rhythm, repetition) of design and as a medium for creative expression of design in nature and the manmade environment.	<b>B7/JHSI 1.1.1.1</b> Demonstrate understanding of design as a concept and its importance and role as a medium for creative expression of design in nature and the manmade environment.	<b>Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL)</b>
	<b>Exemplar</b>	<b>CC9.1:</b> Demonstrate behaviour and skills of working towards group goals <b>CP5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion <b>CI5.5:</b> Ability to try new alternatives and different approaches <b>DL6.1:</b> Use digital tools to create novel things
	<ol style="list-style-type: none"> <li>1. Research to determine and record the meaning, importance and role of design in nature and the manmade environment for reflection and discussion.</li> <li>2. Identify and reflect on selected natural and manmade designs to appreciate and determine how design in nature has influenced manmade designs to benefit society for appreciation and discussion.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Beak of kingfisher bird inspired Shinkansen Bullet Train – Japan</p> </div> <div style="text-align: center;">  <p>Design inspired by the palm</p> </div> <div style="text-align: center;">  <p>Colourful bird</p> </div> </div> <p style="text-align: center;">Source: Pinterest.com</p>	




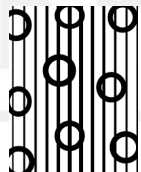

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI 1.1.1</b> <b>Demonstrate understanding of design as a concept in relation to the elements (dots, lines, and shapes) and principles (balance, rhythm, repetition) of design and as a medium for creative expression of design in nature and the manmade environment.</b>	<p>3. Compare and contrast selected natural and manmade designs to determine and record their similarities and differences for reflection and inspiration to create and illustrate own design ideas (e.g. rivers/roads, anthills/houses, etc.)</p>  <p>Source: Pinterest.com</p> <p><i>Anthill inspired Eastgate Building in Harare</i></p>	<p><b>CC9.1:</b> Demonstrate behaviour and skills of working towards group goals</p> <p><b>CP5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion</p> <p><b>CI5.5:</b> Ability to try new alternatives and different approaches</p> <p><b>DL6.1:</b> Use digital tools to create novel things</p>
	<p><b>B7/JHSI 1.1.1.2</b>  <b>Research to identify and record what constitutes the ‘elements of design’ in nature and as building blocks for creative expression of design ideas.</b></p>	
	<p><b>Exemplar</b></p> <p>I. Research to deduce and record what constitutes the ‘elements of design’ and their application as building blocks for creative expression of design for reflection and discussion.  Examples: <i>dots, lines, shapes</i></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Natural Elements</b></p>  <p>Line</p>  <p>Dot</p>  <p>Texture</p> </div> <div style="text-align: center;"> <p><b>Man-Made Elements</b></p>  <p>Lines</p>  <p>Form</p>  <p>Texture</p> </div> </div> <p>Source: Pinterest.com</p>	<p><b>CC7.5:</b> Identify and analyse different points of views of speaker</p> <p><b>CP5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion</p> <p><b>CI6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used</p> <p><b>DL5.6:</b> Preparedness to make better decisions using available information</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI 1.1.1</b> <b>Demonstrate understanding of design as a concept in relation to the elements (dots, lines, and shapes) and principles (balance, rhythm, repetition) of design and as a medium for creative expression of design in nature and the manmade environment.</b>	<p>2. Explore the natural and manmade environments to identify and document examples of <i>elements of design</i> for reflection and discussion.</p> <p>3. Reflect on knowledge gained from discussions to create patterns that reflect selected <i>elements of design</i> using available manual and digital tools, materials and techniques for display and sharing.</p> <p>Examples: <i>patterns of lines and shapes; concentric circles; different sizes of dots.</i></p>  <p>Source: Google.com</p>	

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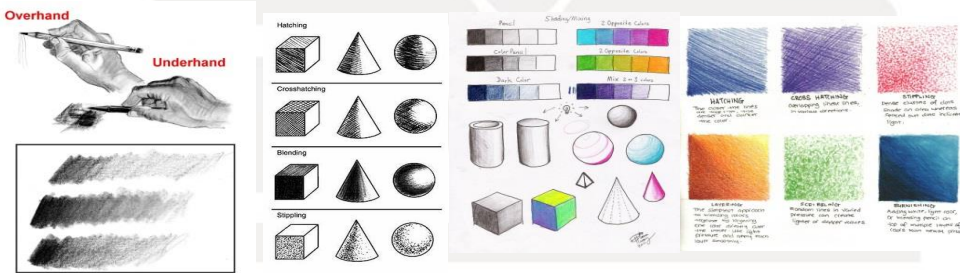


CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI 1.1.1</b> <b>Demonstrate understanding of design as a concept in relation to the elements (dots, lines, and shapes) and principles (balance, rhythm, repetition) of design and as a medium for creative expression of design in nature and the manmade environment.</b>	<b>B7/JHSI 1.1.1.3</b> <b>Research to identify and record in writing what constitutes the <i>principles of design</i> and describe how they are used to organise the <i>elements of design</i> into building blocks for creative expression of design in nature and the manmade environment.</b>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. <b>CP6.5:</b> Ability to select alternative(s) that adequately meet selected criteria <b>CI6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used <b>DL5.6:</b> Preparedness to make better decisions using available information
	<b>Exemplar</b> 1. Search for and organise relevant information to describe and record the <i>principles of design</i> and how they apply in nature and the manmade environment for reflection. Examples: <i>balance, rhythm, repetition</i>	
	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p>Natural designs Zimbabwe</p> <p>Manmade design</p> </div> <p style="text-align: center;">Source: Pinterest.com</p>	
	2. Identify, describe and record examples of <i>principles of design</i> in nature and the manmade environment for appreciation and discussion. 3. Apply knowledge gained to select examples of <i>elements and principles of design</i> to create own designs using available manual and digital tools, materials and techniques for appreciation, display and feedback.	
	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Source: Google.com</p>	

## STRAND I: DESIGN

### SUB-STRAND: 1.2.: DRAWING, SHADING, COLOURING AND MODELLING FOR DESIGN

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI 1.2.1.</b> <b>Design</b> Demonstrate understanding and use of (outline drawing, shading, colouring) and modelling media and techniques for creative expression of design ideas.	<b>B7/JHSI 1.2.1.1</b> Explore available manual and digital tools, materials and techniques for outline drawing, shading and colouring to create designs from lines and simple shapes.	Communication and Collaboration ( <b>CC</b> ), Critical Thinking and Problem Solving ( <b>CP</b> ), Creativity and Innovation ( <b>CI</b> ), Digital Literacy ( <b>DL</b> ), Personal Development and Leadership ( <b>PL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> )
	<b>Exemplar</b> <p>I. Explore to determine and document the nature and suitability of available manual tools, materials and techniques for outline drawing, shading, and colouring for appreciation and reflection.            E.g. of tools: T-square, set square, protractor/paper/cardboard/pencil.</p> <div data-bbox="598 880 1529 1120">  </div> <p style="text-align: center;">Tools</p>	<b>CP 5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion <b>DL5.5:</b> Evaluate the quality and validity of information <b>CI5.2:</b> Ability to merge simple/complex ideas to create novel situation or thing <b>PL5.4:</b> Ability to understand one's personality trait <b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech <b>CG5.2:</b> Develop and exhibit ability to defend one's cultural beliefs, practices and norms <b>CP 5.7:</b> Provide new insight into controversial situation or task

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI 1.2.1.</b> <b>Design</b> <b>Demonstrate understanding and use of (outline drawing, shading, colouring) and modelling media and techniques for creative expression of design ideas.</b>	<p>2. Identify, select and experiment the use of available manual tools, materials and techniques for freehand and outline drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising.</p> <p>Ref. to YouTube videos: Start drawing Part 2-6: <i>Drawing Shapes, Understanding Eye Level</i> etc.</p>  <p>Pencil holding and shading</p> <p>Shading and colouring techniques</p> <p>Source: Google.com</p> <p>3. Exhibit own freehand and outline drawings and colour work to share design ideas based on lines, shapes and forms for appreciation, appraising and feedback.</p>	<p><b>CP 5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion</p> <p><b>DL5.5:</b> Evaluate the quality and validity of information</p> <p><b>CI5.2:</b> Ability to merge simple/ complex ideas to create novel situation or thing</p> <p><b>PL5.4:</b> Ability to understand one's personality trait</p> <p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech</p> <p><b>CG5.2:</b> Develop and exhibit ability to defend one's cultural beliefs, practices and norms</p> <p><b>CP 5.7:</b> Provide new insight into controversial situation or task</p>

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI 1.2.1.</b> <b>Design</b> Demonstrate understanding and use of (outline drawing, shading, colouring) and modelling media and techniques for creative expression of design ideas.	<b>B7/JHSI 1.2.1.2</b> Demonstrate skills in using available digital tools, materials and techniques for freehand and outline drawing, shading and colouring to create designs from lines, simple shapes and forms.	<b>CP 5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion <b>DL5.1:</b> Ability to ascertain when information is needed and be able to identify, <b>PL5.5:</b> Desire to accept one's true self and overcome weaknesses
	<b>Exemplar</b>	
	1. Explore available digital tools, materials and techniques to determine and document their suitability for drawing, shading and colouring for appreciation and reflection. <div data-bbox="602 625 1525 820" data-label="Image"> </div>	
	2. Identify, select and experiment the use of available digital tools, materials and techniques for freehand and outline drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising.  Refer to: YouTube videos: Start drawing Part 2-6: <i>Drawing Shapes; Understanding Eye Level; etc.</i>	
	3. Exhibit own portfolio of freehand and outline drawings and colour work to share design ideas for appreciation, appraising and feedback.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI 1.2.1.</b> <b>Design</b> <b>Demonstrate understanding and use of (outline drawing, shading, colouring) and modelling media and techniques for creative expression of design ideas.</b>	<b>B7/JHSI 1.2.1.3</b> <b>Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display.</b>	
	<b>Exemplar</b>	
	1. Identify simple products and generate drawings to illustrate templates for creating models of simple shapes and forms using cardboard, Styrofoam, pulp paper and/or clay for reflection, display and appreciation.	<b>CP 5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation <b>DL6.3:</b> Use digital tools to create novel things <b>CI 6.9:</b> Interpret and apply learning in new contexts
	2. Develop own drawings of templates and create models of simple shapes and forms using cardboard, Styrofoam, clay and/or pulp paper for appreciation and sharing.	
	3. Display own drawings, templates and models of simple shapes and forms for appreciation, appraisal and feedback.	

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## STRAND I: DESIGN

### SUB-STRAND: I.3.: CREATIVITY, INNOVATION AND THE DESIGN PROCESS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI 1.3.1</b> <b>Design</b> <b>Demonstrate understanding of creativity and innovation in terms of the <i>design process</i>, and its application in developing design solutions to identified problems in society.</b>	<b>B7/JHSI 1.3.1.1</b> <b>Distinguish between creativity and innovation and their application for developing design solutions to problems in society.</b>	Critical Thinking and Problem Solving ( <b>CP</b> ), Creativity and Innovation ( <b>CI</b> ), Digital Literacy ( <b>DL</b> )
	<b>Exemplar</b> 1. Research and define the key differences between creativity and innovation for reflection and discussion.	<b>CI 6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used <b>CP 5.1: Ability to combine</b> Information and ideas from several sources to reach a conclusion <b>DL5.1:</b> Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem
	2. Apply knowledge of creativity and innovation to evaluate the design products that solve specific problems in society for appreciation.  Example: <i>Prosthetics in health, wheel chair for mobility, hearing aids.</i>	
	3. Examine specific artefacts available in the local community and report on specific challenges associated with their design for reflection and discussion.	
	<b>B7/JHSI 1.3.1.2</b> <b>Demonstrate understanding of the <i>design process</i> in relation to creativity and innovations in design.</b>	
	<b>Exemplar</b> 1. Research and record the concept, importance and application of the <i>design process</i> in creative problem solving for reflection and discussion. Examples: <i>define, brief, research, ideation, invent, prototype, testing, refine.</i>	<b>CP 6.5:</b> Ability to select alternative(s) that adequately meet selected criteria <b>CI 5.5:</b> Ability to try new alternatives and different approaches <b>DL5.6:</b> Preparedness to make better decisions using available information
	2. Analyse information gathered and describe the steps in the <i>design process</i> in relation to creativity and innovation for appreciation and sharing.	
	3. Evaluate the design of different products and suggest ways in which they could be modified to solve other problems in society.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI 1.3.1</b> <b>Design</b> <b>Demonstrate understanding of creativity and innovation in terms of the <i>design process</i>, and its application in developing design solutions to identified problems in society.</b>	<b>B7/JHSI 1.3.1.3</b> <b>Demonstrate ability to apply the <i>design process</i> to create artefacts that solve specific problems in the local community.</b>	<b>CP 6.5:</b> Ability to select alternative(s) that adequately meet selected criteria <b>CI 6.3:</b> Ability to select the most effective creative tools for work, and give reasons for the choice <b>DL6.3:</b> Use digital tools to create novel things
	<b>Exemplar</b>	
	1. Apply knowledge of creativity and innovation to evaluate specific problems in society to deduce how the design process can be used to solve those problems for reporting and feedback.	
	2. Reflect on feedback and apply relevant manual and digital tools, materials and techniques to design and create model artefacts that express own concept for solving specific problems in society for appreciation and display.	
	3. Display design expressions and prototypes of artefacts to disseminate own creativity and innovation for appreciation and feedback.	

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**STRAND 2: CREATIVE ARTS**  
**SUB-STRAND 2.1: MEDIA AND TECHNIQUES**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI. 2.1.1</b> <b>Visual Arts:</b>	<b>B7/JHSI 2.1.1.1. Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling</b>	Communication and Collaboration <b>(CC)</b> , Critical Thinking and Problem Solving <b>(CP)</b> , Creativity and Innovation <b>(CI)</b> , Digital Literacy <b>(DL)</b>

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<p><b>Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling</b></p>	<p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Identify, describe and record relevant tools, materials and techniques for still-life drawing and shading, pattern making and modelling from a variety of sources.  Examples of tools: pencil, charcoal, crayon, cutting wire, knife, smooth stones,  Examples of materials: paint, pastel, paper, tracing paper, clay, paper pulp, plasticine  Examples of techniques: direct observation, freehand and outline drawing, hatching, cross-hatching  Examples of sources from videos/illustrations/pictures/realia,</li> <li>2. Test and classify tools, materials and techniques for still-life drawing and shading, pattern making and modelling according to their nature and use.</li> <li>3. Create patterns and moulds with selected elements of design for still-life drawing, pattern making and modelling.  Examples of element of design: line, colour, form, value, dots, space, shape and texture,</li> <li>4. Select the most appropriate tools, materials and techniques and apply them in a safe way, to create still-life drawings, patterns and models for appreciation.  Examples of safe ways on how to handle tools, clean sharp tools, work with materials such as paints, ink to avoid accident.</li> </ol>	<p><b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p><b>CP5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument</p> <p><b>CI5.1:</b> Examine alternatives in creating new things.</p> <p><b>DL5.3:</b> Ability to find and utilise digital content</p>
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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<b>B7/JHSI. 2.1.1 (CONTINUED) Visual Arts:</b>  <b>Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling</b>	5. Apply knowledge and skills in cleaning-up, maintaining and storing of tools, materials and equipment in a sustainable manner.  Example: wash and clean brushes, pencils, etc., after use and apply oil on metallic tools to avoid rusting.	
	<b>B7/JHSI 2.1.1.2 Apply techniques of still-life drawing and shading to make own visual artworks</b>	
	<b>Exemplars</b>  1. Identify and use the techniques in still-life drawing and shading to create own artworks. Examples: hatching, cross-hatching, smoothing, mass shading and stippling. 2. Use various shading techniques in still-life drawing to create own artworks. 3. Display artworks for appreciation and reflection and use appropriate language to give supportive and informative peer and self-evaluation. Example: “The work used the stippling technique to achieve a range of tones.”	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.  <b>CP5.5:</b> Effectively evaluate the success of solutions used in an attempt to solve a complex problem  <b>CI5.5:</b> Ability to try new alternatives and different approaches  <b>DL5.3:</b> Ability to find and utilise digital content
	<b>B7/JHSI 2.1.1.3 Experiment by using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling</b>	

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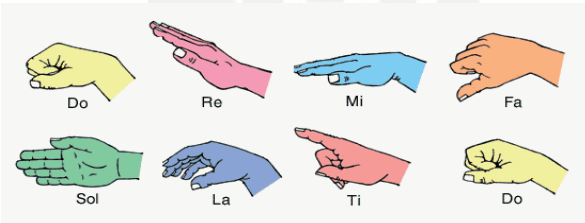
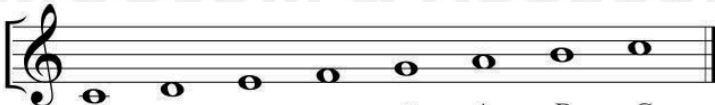
	<p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Prepare and test clay and pulp paper for modelling</li> <li>2. Identify and use hand building techniques for modelling such as coiling, slab building, pinch pot, modelling, indenting, relief in clay, play dough, plasticine, papier-mâché (pulp paper).</li> <li>3. Display models for appreciation and reflection and use appropriate language to give supportive and informative peer and self-evaluation.</li> </ol> <p>Example: The modelling technique has achieved the desired form; it could have been improved through closer attention to scale.</p>	<p><b>CC9.4:</b> Help group work on relevant activities.</p> <p><b>CP5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument</p> <p><b>CI5.1:</b> Examine alternatives in creating new things.</p> <p><b>DL5.3:</b> Ability to find and utilise digital content</p>
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI. 2.1.1 (CONTINUED)</b> <b>Visual Arts:</b> <b>Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling</b>	<b>B7/JHSI 2.1.1.4 Apply the techniques in pattern making using available media to create visual artworks</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>Identify and describe the techniques and media for pattern making. Examples: dabbing, direct and relief printing Media: paints</li> <li>Apply relevant pattern making techniques with available media to create own visual artworks. Example of pattern making technique: sponging, veining, blowing, spraying, spattering, stippling, string pulling, wax-resist/crayon batik, marbling, scribbling, rubbing-in, rubbing-out, etc.</li> <li>Display patterns for appreciation and reflection and use appropriate language to give supportive and informative <i>peer and self-evaluation</i>. Example: The use of dabbing was effective in creating a pattern.</li> </ol>	<p><b>CC8.5:</b> Vary the level of detail and the language used when presenting to make it appropriate to the audience.</p> <p><b>CP6.7:</b> Implement strategies with accuracy</p> <p><b>CI6.9:</b> Interpret and apply learning in new contexts</p> <p><b>CI6.10:</b> Reflect on work and explore the thinking behind thoughts and processes</p> <p><b>PL6.3:</b> Ability to manage time effectively.</p> <p><b>DL5.3:</b> Ability to find and utilise digital content</p>

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES																	
B7/JHSI. 2.1.2. Performing Arts - Music:  Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music	B7/JHSI 2.1.2.5 Sing in pitch the diatonic major scale when playing the John Curwen's Hand Sign Game by Lahing or using solfege	Communication and Collaboration (CC), Personal Development and Leadership (PL), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)																	
	<p>Exemplars</p> <p>1. Sing in pitch one octave ascending and descending from <i>doh</i> and/or any other scale degree.</p> <div></div> <p>2. Match the seven alphabets to the notes in the C major scale in the treble clef by placing them under their locations (i.e., on line or in space).</p> <div><table><tr><td>Greek Alphabet</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>A</td><td>B</td><td>C</td></tr><tr><td>Solfege</td><td>doh</td><td>rah</td><td>me</td><td>fah</td><td>soh</td><td>lah</td><td>te</td><td>doh</td></tr></table></div>	Greek Alphabet	C	D	E	F	G	A	B	C	Solfege	doh	rah	me	fah	soh	lah	te	doh
Greek Alphabet	C	D	E	F	G	A	B	C											
Solfege	doh	rah	me	fah	soh	lah	te	doh											

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI. 2.1.2</b> <b>(CONTINUED)</b> <b>Performing Arts - Music:</b> <b>Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music.</b>	<p><b>B7/JHSI 2.1.2.6 Identify durational symbols and move/perform their value in relation to the semibreve</b></p> <p><b>Exemplars</b></p> <p>I. Internalise the arithmetic or numeral value of note durations against the crochet  ( ) and perform by clapping. E.g. <i>clapping the following lines individually or in groups:</i></p> 	<p><b>CC9.1:</b> Demonstrate behaviour and skills of working towards group goals</p> <p><b>CP 6.7:</b> Implement strategies with accuracy</p> <p><b>PL5.2:</b> Demonstrate a sense of belongingness to a group</p> <p><b>CI 6.6:</b> Being open-minded, adapting and modifying ideas to achieve creative results</p>

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p><b>B7/JHSI. 2.1.2</b> <b>(CONTINUED)</b></p> <p><b>Performing Arts - Music:</b> <b>Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music</b></p>	<p><b>B7/JHSI 2.1.2.7 Conduct songs in simple duple, triple and quadruple time</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>Explain the concept of time signature in simple time in music.</li> </ol> <div data-bbox="616 523 1124 699"> </div> <p><b>Conducting Patterns:</b></p> <div data-bbox="631 758 810 1168"> </div> <p>1. Strong 2. Weak</p> <div data-bbox="851 758 1191 1168"> </div> <p>1. Strong 2. Weak 3. Medium 4. Weak</p> <div data-bbox="1227 758 1482 1168"> </div> <p>1. Strong 2. Weak 3. Weak</p> <ol style="list-style-type: none"> <li>Rehearse and conduct a group by using simple time beat patterns and use peer- and self-evaluation to review work.</li> </ol>	<p><b>CC7.2:</b> Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p><b>CC9.6:</b> Ability to work with all group members to complete a task successfully</p> <p><b>CP 6.3:</b> Identify important and appropriate alternatives</p> <p><b>CI 5.5:</b> Ability to try new alternatives and different approaches</p> <p><b>CI 6.4:</b> Imagining and seeing things in a different way.</p> <p><b>PL6.1:</b> Ability to serve group members effectively</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHS1. 2.1.3.</b> <b>Dance and Drama:</b> <b>Demonstrate understanding and apply media, voice and movement techniques in dance and drama</b>	<b>B7/JHS1.2.1.3.8 Identify and demonstrate the various Ghanaian dance/body movements, positions and voice projection patterns</b>	Communication and Collaboration ( <b>CC</b> ), Personal Development and Leadership ( <b>PL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> )
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Identify and perform Ghanaian physical exercises, rhythmic/theatre games, simple dance movements, etc.</li> <li>2. Examine, record and reflect on different types of voices in speech and song.</li> <li>3. Use body posture and voice quality as instruments of performance in Ghanaian dance and drama.</li> <li>4. Identify and demonstrate various facial expressions and gestures associated with Ghanaian dancing and acting and use peer- and self-evaluation.</li> </ol>	<b>PL5.3:</b> Recognise one's emotional state and preparedness to apply emotional intelligence. <b>CC8.1:</b> Speak clearly and explain ideas. <b>PL5.4:</b> Ability to understand one's personality traits. <b>PL5.5:</b> Desire to accept one's true self and overcome weaknesses.
	<b>B7/JHS1.2.1.3.9 Explore and experiment with techniques of dance, body movements and voice projections in the Ghanaian performance space</b>	

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	<p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Identify and explain the basic parts of the performance space, body profiles and positions.</li> <li>2. Mimicking and characterisation of different postures and make facial expressions of characters in the performance space.</li> <li>3. Demonstrate low/medium/high levels of indigenous genre dance movements.</li> <li>4. Demonstrate flexibility in body movements in the performance space and use peer- and self-evaluation.</li> </ol>	<p><b>CP 5.6:</b> Demonstrate a thorough understanding of generalised concept and facts specific to a task or situation.</p> <p><b>CC 7.2:</b> Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p><b>CI 6.1:</b> Exhibit strong memory, intuitive thinking and respond appropriately</p> <p><b>CI 6.6:</b> Being open-minded, adapting and modifying ideas to achieve creative results.</p> <p><b>CI 6.10:</b> Reflect on work and explore the thinking behind thoughts and processes.</p>
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**STRAND 2: CREATIVE ARTS**  
**SUB-STRAND: 2.2. CREATIVE AND AESTHETIC EXPRESSION**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI. 2.2.1</b> <b>Visual Arts:</b> <b>Demonstrate the ability to use concept of the design process (idea development) to produce, display and appraise own creative artworks that reflect in the range of different times and cultures</b>	<b>B7/JHSI. 2.2.1.1. Design and produce own visual artworks that reflect the history and culture of the people of the local community</b>	Communication and Collaboration <b>(CC)</b> , Critical Thinking and Problem Solving <b>(CP)</b> , Creativity and Innovation <b>(CI)</b> , Personal Development and Leadership <b>(PL)</b> , Cultural Identity and Global Citizenship <b>(CG)</b> , Digital Literacy <b>(DL)</b>
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Gather and record relevant information for developing ideas to design own visual artworks that reflect the history and culture of the people of the local community.  Example: making drawings and/or taking photographs of local buildings, people, schools, landscapes, sculpture pieces, graphic arts, textiles, basketry, jewellery, leatherworks, etc.,</li> <li>2. Apply recorded ideas and design thinking process to create 2D and 3D artworks to address social, cultural and historical problems in the community such as artworks of painting, landscape, poster design, repeat pattern or sculpture.</li> </ol>	<b>CP5.5:</b> Effectively evaluate the success of solutions used in an attempt to solve a complex problem  <b>CI6.3:</b> Ability to select the most effective creative tools for work, and give reasons for the choice  <b>PL5.6:</b> Ability to set and maintain personal standards and values  <b>CG5.2:</b> Develop and exhibit ability to defend one's cultural beliefs, practices and norms  <b>DL5.1:</b> Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI. 2.2.1 (CONTINUED)</b> <b>Visual Arts:</b> <b>Demonstrate the ability to use concept of the design process (idea development) to produce, display and appraise own creative artworks that reflect in the range of different times and cultures</b>	<b>B7/JHSI. 2.2.1.2. Plan a display of own and others' artworks that reflect the history and culture of the people in the community</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Demonstrate understanding and skill in keeping portfolio of artworks.</li> <li>2. Apply understanding and skills in planning, displaying and exhibiting artworks in class, school and the community to reflect the history and culture of the people in the community.</li> <li>3. Reflect and use comments to refine own and others' artworks and the exhibition.</li> </ol>	<p><b>CC9.6:</b> Ability to work with all group members to complete a task successfully.</p> <p><b>CP5.5:</b> Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p> <p><b>PL5.2:</b> Demonstrate a sense of belongingness to a group</p> <p><b>CG5.2:</b> Develop and exhibit ability to defend one's cultural beliefs, practices and norms.</p>
	<b>B7/JHSI. 2.2.1.3. Organise an appreciation and appraisal of own and others artworks that reflect the history and culture of the people in the community</b>	

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	<p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Prepare criteria to appreciate and appraise own and others' artworks using relevant art vocabulary and write report on own aesthetic experience.</li> </ol> <p>Examples of art specific language vocabulary: content, context, composition, primary colour, secondary colour, tertiary colour, complementary colour, form, tone, pattern, line, texture, shape.</p> <ol style="list-style-type: none"> <li>2. Reflect and share aesthetic experience for future refinement and modification.</li> </ol> <p>Example: pair work, small group work, group presentations, written evaluation in a personal journal, one on one discussion with teacher.</p>	<p><b>CC8.1:</b> Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p><b>CP 6.4:</b> Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p><b>PL6.7:</b> Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others.</p> <p><b>CG5.2:</b> Develop and exhibit ability to defend one's cultural beliefs, practices and norms.</p>
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI. 2.2.2</b> <b>Performing Arts - Music:</b> <b>Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect the range of different times and cultures</b>	<b>B7/JHSI. 2.2.2.4. Create and produce own musical art works that reflect the history and culture of the people of the community</b>	Critical thinking and Problem Solving <b>(CP)</b> , Creativity and Innovation <b>(CI)</b> , Digital Literacy <b>(DL)</b> , Personal Development and Leadership <b>(PL)</b> , Communication and Collaboration <b>(CC)</b> , Cultural Identity and Global Citizenship <b>(CG)</b>
	<b>Exemplars</b> 1. Research, select and record indigenous musical genre of the community that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines. 2. Create rehearsal plan for performing one of the selected works in <b>Exemplar 1</b> by identifying and allocating time to the various aspects - singing, drumming, dancing, costume, venue, etc.	<b>CI 6.3:</b> Ability to select the most effective creative tools for work, and give reasons for the choice <b>CP 5.1:</b> Ability to combine information and ideas from several sources to reach a conclusion <b>CI 5.4:</b> Ability to visualise alternatives, see possibilities, and identify problems and challenges <b>PL6.2:</b> Division of tasks into solvable units and assigning group members to task units
	<b>B7/JHSI. 2.2.2.5. Plan a display of own and others' musical works that reflect the history and culture of the people in the community</b>	



	<p><b>Exemplar</b></p> <p>I. Give a class concert (to be video recorded) that begins with a presentation on the style, historical and cultural context of the compositions selected in B7/JHSI. 2.2.2.4. <b>Exemplar I.</b></p>	<p><b>PL5.2:</b> Demonstrate a sense of belongingness to a group</p> <p><b>PL6.1:</b> Ability to serve group members effectively</p> <p><b>CG5.4:</b> Develop and exhibit a sense of cultural identity</p> <p><b>PL6.2:</b> Division of tasks into solvable units and assigning group members to task units</p>
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI. 2.2.2 (CONTINUED)</b> <b>Performing Arts - Music:</b> <b>Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect the range of different times and cultures</b>	<b>B7/JHSI. 2.2.2.6. Organise an appreciation and appraisal of own and others' musical works that reflect the history and culture of the people in the community</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Conduct an enquiry by playing the recorded video clip from B7/JHSI. 2.2.2.4</li> </ol> <b>Exemplar 1</b> to a group of people (including learners, staff and parents) to collect data and write an aesthetic appreciation report. <ol style="list-style-type: none"> <li>2. Reflect and refine own work using the feedback from the appraisal and aesthetic appreciation report.</li> <li>3. Disseminate the findings of your research to the class by giving a presentation.</li> </ol>	<p><b>CP 5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument</p> <p><b>CC8.1:</b> Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p><b>CC9.5:</b> Appreciate the importance of including all team members in discussions and actively encourage contributions from them</p> <p><b>DL5.3:</b> Ability to find and utilise digital content</p>
<b>B7/JHSI. 2.2.3</b> <b>Dance and Drama:</b> <b>Demonstrate the ability to use concepts of</b>	<b>B7/JHSI.2.2.3.7 Design and produce own artworks in dance and drama that reflect the history and culture of the people in the community</b>	Creativity and Innovation ( <b>CI</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> ), Critical Thinking and Problem Solving ( <b>CP</b> ), Communication and Collaboration ( <b>CC</b> )

<p><b>design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama.</b></p>	<p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Discuss an artist and his works in your community.</li> <li>2. Design and produce own dance piece and drama skit.</li> </ol>	<p><b>CG 5.1:</b> Show a strong sense of belongingness to one's culture.</p> <p><b>CI 5.2:</b> Ability to merge simple/complex ideas to create novel situation.</p>
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI. 2.2.3</b> <b>(CONTINUED) Dance and Drama:</b> <b>Demonstrate the ability to use concepts of design process (idea development) to produce and display own creative and expressive art-forms that reflect in the range of different times and cultures in dance and drama</b>	<b>B7/JHSI.2.2.3.8 Plan a display of own and others' artwork in dance and drama that reflect the history and culture of the community</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Describe how to plan a dance piece and drama skit for a performance.</li> <li>2. Choose an appropriate venue to showcase the performance and spread the information about it.</li> <li>3. Rehearse, perform and record the planned dance piece and drama skit.</li> </ol>	<b>CC 8.3:</b> Apply appropriate diction <b>CC9.4:</b> Help group work on relevant activities. <b>CC 9.6</b> Ability to work with all group members to complete a task successfully
	<b>B7/JHSI.2.2.3.9 Organise an appreciation and appraisal of own and others' artworks in dance and drama that reflect the history and culture of the people of the community</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Invite an audience to watch the performance of own and others for appreciation and appraisal.</li> <li>2. Note and write the strengths and weaknesses of the production and performance for discussion and modification of future performances.</li> </ol>	<b>CP 6.7:</b> Implement strategies with accuracy <b>CP 5.1:</b> Ability to combine information and ideas from several sources to reach a conclusion

## STRAND 2: CREATIVE ARTS

### SUB-STRAND: 2.3. CONNECTIONS IN LOCAL AND GLOBAL CULTURES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI. 2.3.1</b> <b>Visual Arts:</b> <b>Demonstrate the ability to correlate and generate ideas from visual artworks in the community that reflect a range of different times, cultures and topical issues</b>	<b>B7/JHSI. 2.3.1.1. Narrate own views of the history, culture, environment and topical issues in the community</b>	Communication and Collaboration ( <b>CC</b> ), Critical Thinking and Problem Solving ( <b>CP</b> ), Personal Development and Leadership ( <b>PL</b> ), Digital Literacy ( <b>DL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> )
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Identify and use a range of techniques such as observational drawings, sketches, own photographs and material such as adverts and images from the internet or from printed media, to record own views on the history, culture, environment and topical issues in the community.  <b>Examples:</b> chieftaincy, landmarks, artists and artworks, events, festivals, tourist sites (natural and man-made).</li> <li>2. Discuss and make individual or collaborative presentations on information recorded.            Example: Using PowerPoint, Flip chart, Journal/Visual/Audio recordings such as drawings and photographs, verbal reports, assistive devices, etc.</li> <li>3. Review and reflect on presentations to build consensus on the history, culture, environment and topical issues in the community.</li> </ol>	<b>CC9.1:</b> Demonstrate behaviour and skills of working towards group goals. <b>CP 6.5:</b> Ability to select alternative(s) that adequately meet selected criteria. <b>DL6.5:</b> Recognition of societal issues emanating from the use of digital technologies. <b>CG5.1:</b> Show a strong sense of belongingness to one's culture. <b>PL5.4:</b> Ability to understand one's personality traits.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHS1. 2.3.1 (CONTINUED)</b> <b>Visual Arts:</b> <b>Demonstrate the ability to correlate and generate ideas from visual artworks in the community that reflect a range of different times, cultures and topical issues</b>	<b>B7/JHS1. 2.3.1.2. Identify visual artworks that reflect the history, culture, environment and topical issues in the community</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>Scout for and record visual artworks found in the community by taking photographs and making drawings from direct observation where possible. Examples: Paintings, carvings, sculpture pieces, pottery works, posters, billboards, packages, textiles, baskets, weavings, jewellery, leather sandals, buildings.</li> <li>Discuss, classify and group visual artworks found in the community according to their nature. Example: Painting (Homowo festival), Sculpture pieces (bust of the chief), Pottery (earthenware bowl), Graphic Arts (inscriptions on buildings), textiles (traditional cloths worn), basketry (cane / raffia chairs), jewellery (necklace, beads), leatherworks (sandals, shoes).</li> <li>Discuss in groups to appraise how the history, culture, environment and topical issues in the community are reflected in the selected visual artworks and document your findings using art specific language such as content, colour scheme, symbolism, cultural significance.</li> </ol>	<p><b>CC8.1:</b> Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p><b>CP 6.4:</b> Ability to identify important and appropriate criteria and use them to evaluate available alternatives</p> <p><b>CG5.4:</b> Develop and exhibit a sense of cultural identity</p> <p><b>PL6.2:</b> Division of tasks into solvable units and assigning group members to task units</p> <p><b>DL6.5:</b> Recognition of societal issues emanating from the use of digital technologies</p>

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI. 2.3.2.</b> <b>Performing Arts - Music:</b> <b>Demonstrate the ability to correlate and generate ideas from indigenous creative musical forms and art musicians in the immediate community that reflect a range of different times, cultures and topical issues</b>	<b>B7/JHSI. 2.3.2.3. Identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues</b>	Communication and Collaboration <b>(CC)</b> , Critical Thinking and Problem Solving <b>(CP)</b> , Personal Development and Leadership <b>(PL)</b> , Cultural Identity and Global Citizenship (CG)
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Select one indigenous or popular musician and assess their contribution to the society.            Examples: Agya Koo Nimo, Afia Abaasa, Kakraba Lobi, Kojo Nuatro, E. T. Mensah, Kojo Antwi, Amakye Dede, Gyedu-Blay Ambolley</li> <li>2. Transcribe any song in the community that promotes and sensitises the public on emerging topical issue.            Examples: Sanitation song by Ubongo kids; Sanitation by Osei Boateng; Illegal Fishing by Kofi Kinaata; Driver Banza by George Jarrah.</li> </ol>	<b>CP 5.1:</b> Ability to combine information and ideas from several sources to reach a conclusion <b>CG5.3:</b> Develop and express respect, recognition and appreciation of others' cultures <b>CG5.1:</b> Show a strong sense of belongingness to one's culture
	<b>B7/JHSI. 2.3.2.4 Appreciate and appraise an indigenous and a neotraditional group within the community based on their style, instruments, song themes, dance movements, etc.</b>	

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	<p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Research, select and document an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc.</li> <li>2. Compare and contrast the two selected indigenous and neo-traditional types.</li> </ol>	<p><b>PL6.1:</b> Ability to serve group members effectively.</p> <p><b>CC8.1:</b> Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p><b>CC8.3:</b> Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes</p> <p><b>DL6.3:</b> Use digital tools to create novel things</p>
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B7/JHSI. 2.3.3.</b> <b>Dance and Drama:</b> <b>Demonstrate the ability to correlate and generate ideas from creative artworks of dancers and actors in the community that reflect a range of different times, cultures and topical issues.</b>	<b>B7/JHSI. 2.3.3.5 Select artworks of dance and drama artistes in the community or other places, and identify the history, culture, environment and topical issues that are reflected in them</b>	Digital Literacy ( <b>DL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> ), Critical Thinking and Problem Solving ( <b>CP</b> )
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Research and write about the history, culture and important sites of the environment.</li> <li>2. Select a dance or play and identify and write about the history, culture, environment and topical issues in them.</li> </ol>	<b>CG 5.2:</b> Develop and exhibit ability to defend one's cultural beliefs and norms. <b>DL 5.1:</b> Ability to ascertain when information is needed and able to identify, locate, evaluate and effectively use them to solve a problem.
	<b>B7/JHSI. 2.3.3.6 Analyse works of other dance and drama artistes based on the history, culture, environment and topical issues in and around their communities</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Watch video clips of other artistes that reflect the historical, cultural and topical issues in dance and drama.</li> <li>2. Analyse the video clips watched and document the historical, cultural and topical issues that are reflected in them.</li> <li>3. Reflect on and discuss to generate ideas from the video clips watched.</li> </ol>	<b>DL5.3:</b> Ability to find and utilise digital content. <b>CP 5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation. <b>CP 5.10:</b> Develop and defend a logical plausible resolution to a confusion, uncertainty or contradiction surrounding an event.





# **BASIC 8**


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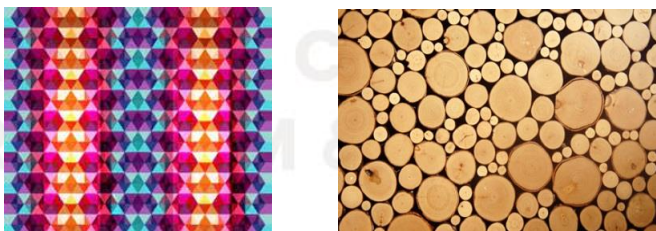
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## STRAND I: DESIGN

### SUB-STRAND I.1.: DESIGN IN NATURE AND MANMADE ENVIRONMENT

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2 I.1.1</b> <b>Demonstrate understanding of design as a concept in relation to the elements (texture and colour) and principles (contrast, emphasis and unity) of design and as a medium for creative expression of design in nature and the manmade environment.</b>	<b>B8/JHS2 I.1.1.1</b> <b>Demonstrate understanding of design as a concept by using the elements and principles of design as a medium for creative expression of design in nature and the manmade environment.</b>	<b>Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL)</b>
	<b>Exemplar</b> 1. Identify and reflect on selected natural and manmade designs to appreciate and determine how design in nature has influenced manmade designs to benefit society for appreciation and discussion. Example: colours and textures <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p>A colourful bird</p> <p>A textured wall</p> </div> <p style="text-align: center;">Source: Pinterest.com</p>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. <b>CP6.5:</b> Ability to select alternative(s) that adequately meet selected criteria <b>CI6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used <b>DL5.6:</b> Preparedness to make better decisions using available information
	2. Explore by using the 'elements of design' such as colour and texture and the 'principles of design' such as unity and variety as a medium for creative expression in nature and the manmade environment.	




CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2 1.1.1</b> <b>Demonstrate understanding of design as a concept in relation to the elements (texture and colour) and principles (contrast, emphasis and unity) of design and as a medium for creative expression of design in nature and the manmade environment.</b>	<p>3. Reflect on knowledge gained from discussions to create patterns that reflect selected <i>elements of design</i> using available manual and digital tools, materials and techniques for display and sharing.            Examples: <i>visual effects of texture and colour</i></p>  <p>Wall paintings            Source: Pinterest.com</p>	
	<b>B8/JHS2 1.1.1.2</b> <b>Research to identify and record what constitutes the ‘elements of design’ in nature and the ‘principles of design’ for creative expression of design ideas.</b>	
	<b>Exemplar</b> <p>1. Identify and record what constitutes the ‘elements of design’ using the principles of design and their application for creative expression of design.            Examples: <i>texture, colour</i></p>	<p><b>CC7.5:</b> Identify and analyse different points of views of speaker  <b>CP5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion  <b>CI6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used  <b>DL5.6:</b> Preparedness to make better decisions using available information</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2 1.1.1</b> <b>Demonstrate understanding of design as a concept in relation to the elements (texture and colour) and principles (contrast, emphasis and unity) of design and as a medium for creative expression of design in nature and the manmade environment.</b>	2. Explore the natural and manmade environments to identify and document examples of <i>elements of design</i> for reflection and discussion.	
	3. Reflect on knowledge gained from discussions to create patterns that reflect selected <i>elements of design</i> using available manual and digital tools, materials and techniques for display and sharing. Examples: texture, colour	
	<b>B8/JHS2 1.1.1.3</b> <b>Research to identify and record in writing what constitutes the ‘principles of design’ and describe how they are used to organise the elements of design into building blocks for creative expression of design in nature and the manmade environment.</b>	
	<b>Exemplar</b> 3. Search for and organise relevant information to describe and record the ‘ <i>principles of design</i> ’ and how they apply in nature and the manmade environment for reflection. Examples: <i>unity, variety</i>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. <b>CP6.5:</b> Ability to select alternative(s) that adequately meet selected criteria <b>CI6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used <b>DL5.6:</b> Preparedness to make better decisions using available information
	 <p style="text-align: center;"> <span style="margin-right: 100px;"><i>Manmade designs</i></span> <span>Source: Pinterest.com</span> </p>	
	3. Identify, describe and record examples of <i>principles of design</i> in nature and the manmade environment for appreciation and discussion.	
	4. Apply knowledge gained to select examples of ‘ <i>elements and principles of design</i> ’ to create own designs using available manual and digital tools, materials and techniques for appreciation, display and feedback.	

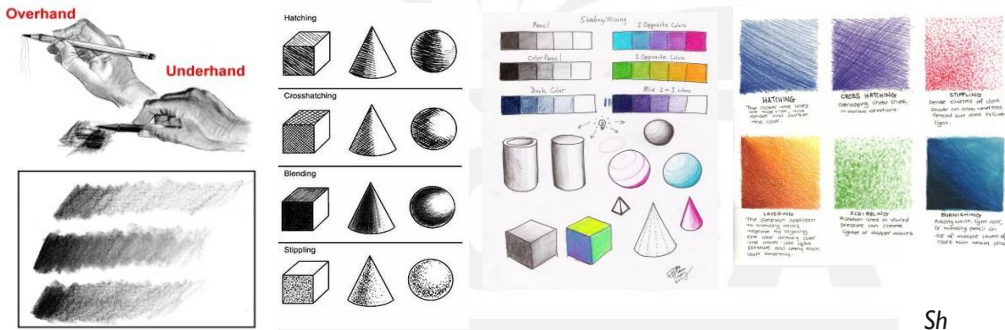


## STRAND I: DESIGN

### SUB-STRAND: 1.2.: DRAWING, SHADING, COLOURING AND MODELLING FOR DESIGN

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2 1.2.1.</b> <b>Design</b> <b>Demonstrate understanding and use of 2-D drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.</b>	<b>B8/JHS2 1.2.1.1</b> <b>Explore available manual and digital tools, materials and techniques for 2-D drawing, shading and colouring to create designs from lines, simple shapes and forms.</b>	Communication and Collaboration ( <b>CC</b> ), Critical Thinking and Problem Solving ( <b>CP</b> ), Creativity and Innovation ( <b>CI</b> ), Digital Literacy ( <b>DL</b> ), Personal Development and Leadership ( <b>PL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> )
	<b>Exemplar</b> <p>I. Explore to determine and document the nature and suitability of available manual tools, materials and techniques for 2-D drawing, shading, and colouring for appreciation and reflection.            E.g. of tools: T-square, set square, protractor/paper/cardboard/pencil.</p>    <p><i>Tools and materials drawing</i></p> <p>Source: Google.com</p>	<p><b>CP 5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion</p> <p><b>DL5.5:</b> Evaluate the quality and validity of information</p> <p><b>CI5.2:</b> Ability to merge simple/complex ideas to create novel situation or thing</p> <p><b>PL5.4:</b> Ability to understand one's personality trait <b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech</p> <p><b>CG5.2:</b> Develop and exhibit ability to defend one's cultural beliefs, practices and norms</p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2 1.2.1.</b> <b>Design</b> <b>Demonstrate understanding and use of 2-D drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.</b>	<p>2. Identify, select and experiment the use of available manual tools, materials and techniques for freehand and 2-D drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising.</p> <p>Ref. to YouTube videos: Start drawing Part 2-6: <i>Drawing Shapes, Understanding Eye Level etc.</i></p>  <p style="text-align: center;">Pencil</p> <p style="text-align: right;">Sh</p>	<b>CP 5.7:</b> Provide new insight into controversial situation or task
	<p>3. Exhibit own 2-D drawings and colour work to share design ideas based on lines, shapes and forms for appreciation, appraising and feedback.</p>	

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2 1.2.1.</b> <b>Design</b> <b>Demonstrate understanding and use of 2-D drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.</b>	<b>B8/JHS2 1.2.1.2</b> <b>Demonstrate skills in using available digital tools, materials and techniques for 2-D drawing, shading and colouring to create designs from lines, simple shapes and forms.</b>	
	<b>Exemplar</b> 1. Explore available digital tools, materials and techniques to determine and document their suitability for drawing, shading and colouring for appreciation and reflection. <div data-bbox="640 485 1552 777" data-label="Image"> </div>	<b>CP 5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion <b>DL5.1:</b> Ability to ascertain when information is needed and be able to identify, <b>PL5.5:</b> Desire to accept one's true self and overcome weaknesses
	4. Identify, select and experiment the use of available digital tools, materials and techniques for 2-D drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising.  Refer to: YouTube videos: Start drawing Part 2-6: <i>Drawing Shapes; Understanding Eye Level; etc.</i>	
	3. Exhibit own portfolio of freehand and outline drawings and colour work to share design ideas for appreciation, appraising and feedback.	

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2 1.2.1.</b> <b>Design</b> <b>Demonstrate understanding and use of 2-D drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.</b>	<b>B8/JHS2 1.2.1.3</b> <b>Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display.</b>	<b>CP 5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation <b>DL6.3:</b> Use digital tools to create novel things <b>CI 6.9:</b> Interpret and apply learning in new contexts
	<b>Exemplar</b>	
	3. Identify simple products and generate drawings to illustrate templates for creating models of simple shapes and forms using cardboard, Styrofoam, pulp paper and/or clay for reflection, display and appreciation.	
	4. Develop own drawings of templates and create models of simple shapes and forms using cardboard, Styrofoam, clay and/or pulp paper for appreciation and sharing.	
	5. Display own 2-D drawings, templates and models of simple shapes and forms for appreciation, appraisal and feedback.	

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## STRAND I: DESIGN

### SUB-STRAND: I.3.: CREATIVITY, INNOVATION AND THE DESIGN PROCESS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2 I.3.1</b> <b>Design</b> <b>Demonstrate understanding of creativity and innovation in terms of the design process, and its application in developing design solutions to problems in society.</b>	<b>B8/JHS2 I.3.1.1</b> <b>Distinguish between creativity and innovation and their application for developing design solutions to problems in society.</b>	Critical Thinking and Problem Solving ( <b>CP</b> ), Creativity and Innovation ( <b>CI</b> ), Digital Literacy ( <b>DL</b> )
	<b>Exemplar</b> 1. Research and define the key differences between creativity and innovation for reflection and discussion. 2. Apply knowledge of creativity and innovation to evaluate the design products that solve specific problems in society for appreciation. 3. Examine specific artefacts available in the local community and report on specific challenges associated with their design for reflection and discussion.	<b>CI 6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used <b>CP 5.1: Ability to combine</b> Information and ideas from several sources to reach a conclusion <b>DL5.1:</b> Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem
	<b>B8/JHS2 I.3.1.2</b> <b>Demonstrate understanding of the design process in relation to creativity and innovations in design.</b>	
	<b>Exemplar</b> 1. Research and record the concept, importance and application of the <i>design process</i> in creative problem solving for reflection and discussion. Examples: <i>define, brief, research, ideation, invent, prototype, testing, refine.</i> 2. Analyse information gathered and describe the steps in the <i>design process</i> in relation to creativity and innovation for appreciation and sharing. 3. Evaluate the design of different products and suggest ways in which they could be modified to solve other problems in society.	
		<b>CP 6.5:</b> Ability to select alternative(s) that adequately meet selected criteria <b>CI 5.5:</b> Ability to try new alternatives and different approaches <b>DL5.6:</b> Preparedness to make better decisions using available information

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2 1.3.1</b> <b>Design</b> <b>Demonstrate understanding of creativity and innovation in terms of the <i>design process</i>, and its application in developing design solutions to problems in society.</b>	<b>B8/JHS2 1.3.1.3</b> <b>Demonstrate ability to apply the <i>design process</i> to create artefacts that solve specific problems in the local community.</b>	
	<b>Exemplar</b>	<b>CP 6.5:</b> Ability to select alternative(s) that adequately meet selected criteria <b>CI 6.3:</b> Ability to select the most effective creative tools for work, and give reasons for the choice <b>DL6.3:</b> Use digital tools to create novel things
	1. Apply knowledge of creativity and innovation to evaluate specific problems in society to deduce how the design process can be used to solve those problems for reporting and feedback.	
	2. Reflect on feedback and apply relevant manual and digital tools, materials and techniques to design and create model artefacts that express own concept for solving specific problems in society for appreciation and display.	
	3. Display design expressions and prototypes of artefacts to disseminate own creativity and innovation for appreciation and feedback.	

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**STRAND 2: CREATIVE ARTS**  
**SUB-STRAND: 2.1 MEDIA AND TECHNIQUES**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.1.1.</b> <b>Visual Arts:</b> <b>Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/ memory and imagination, print making and weaving</b>	<b>B8/JHS2. 2.1.1.1 Explore media and techniques in drawing from direct observation/ memory and imagination, print making and weaving to express own views in visual artworks to encourage recording and research skills.</b>	Communication and Collaboration ( <b>CC</b> ), Critical Thinking and Problem Solving ( <b>CP</b> ), Creativity and Innovation ( <b>CI</b> ), Digital Literacy ( <b>DL</b> )
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Identify, describe, classify and record the tools, materials and equipment for drawing from direct observation/memory and imagination, print making and weaving. Examples: from videos/illustrations/pictures/realia</li> <li>2. Test and classify the tools, materials, equipment according to their uses in drawing direct observation/memory and imagination, print making and weaving.</li> <li>3. Apply the tools, materials and equipment safely to create drawing direct observation/memory and imagination in nature (prints and woven items) for appreciation.</li> <li>4. Apply knowledge and skills in cleaning-up, storing and maintenance of tools, materials and equipment in a sustainable manner.</li> </ol>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. <b>CP5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument <b>CI5.1:</b> Examine alternatives in creating new things. <b>DL5.3:</b> Ability to find and utilise digital content

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.1.1 (CONTINUED)</b> <b>Visual Arts:</b> <b>Demonstrate understanding of Visual Arts media and techniques and their application in drawing from direct observation/memory and imagination, print making and weaving</b>	<b>B8/JHS2. 2.1.1.2 Experiment by using techniques in print making to generate own ideas and make visual artworks</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Identify and use the relevant media and techniques in printmaking to create visual artworks. Examples: low/relief, direct, stencil, block printing, etc.</li> <li>2. Apply and design using relevant media and techniques in print making to create own visual artworks.</li> <li>3. Display printed artworks for appreciation and reflection and use peer- and self-evaluation to review work. Examples of specific language vocabulary: stencil, block printing, pattern, contrasting colour, harmonious colour.</li> </ol>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. <b>CP5.5:</b> Effectively evaluate the success of solutions used in an attempt to solve a complex problem <b>CI5.5:</b> Ability to try new alternatives and different approaches <b>DL5.3:</b> Ability to find and utilise digital content
	<b>B8/JHS2 2.1.1.3 Apply techniques of drawing direct observation/memory and imagination to make own visual artworks</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Identify and use the techniques in drawing direct observation/memory and imagination to create own artworks.</li> <li>2. Use various techniques in drawing direct observation/memory and imagination to create own artworks.</li> <li>3. Display artworks for appreciation and reflection and use peer- and self-evaluation to review works. Examples of art specific language vocabulary: <i>tone, line, pattern, form, shape.</i></li> </ol>	<b>CC9.4:</b> Help group work on relevant activities. <b>CP5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument <b>CI5.1:</b> Examine alternatives in creating new things. <b>DL5.3:</b> Ability to find and utilise digital content



CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p><b>B8/JHS2 2.1.1.4 Experiment with available media and techniques for weaving to create visual artworks</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Identify and use the available media and techniques for weaving to create own woven artefacts. Examples: plain weave, twill and satin media: cane, yarns, raffia, reed</li> <li>2. Apply relevant weaving techniques with available media to create own woven artefacts.</li> <li>3. Display woven artefacts for appreciation and reflection and use peer- and self-evaluation to review works. Examples of art specific language vocabulary: <i>plain, weave, twill, pattern, form.</i></li> </ol>	<p><b>CC8.5:</b> Vary the level of detail and the language used when presenting to make it appropriate to the audience.</p> <p><b>CP6.7:</b> Implement strategies with accuracy</p> <p><b>CI6.9:</b> Interpret and apply learning in new contexts</p> <p><b>CI6.10:</b> Reflect on work and explore the thinking behind thoughts and processes</p> <p><b>PL6.3:</b> Ability to manage time effectively</p> <p><b>DL5.3:</b> Ability to find and utilise digital content</p>

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.1.2.</b> <b>Performing Arts - Music:</b> <b>Demonstrate understanding and apply tempo, dynamics and simple forms in music</b>	<b>B8/JHS2 2.1.2.5 Tell how fast or slow music is heard and compare and contrast activities and events that are associated with fast or slow music</b>	Communication and Collaboration ( <b>CC</b> ), Creativity and Innovation ( <b>CI</b> ), Digital Literacy ( <b>DL</b> ), Personal Development and Leadership ( <b>PL</b> )
	<b>Exemplars</b> 1. Explain Italian terms used in describing the speed of music. Examples: allegro, poco a poco, largo, etc. 2. Differentiate between fast and slow music in relation to moments on specific occasions.	<b>CC7.2:</b> Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures. <b>CC8.1:</b> Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group. <b>CP 5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument <b>CP 6.5:</b> Ability to select alternative(s) that adequately meet selected criteria. <b>CI 6.4:</b> Imagining and seeing things in a different way
	<b>B8/JHS2 2.1.2.6 Compare and contrast the benefits associated with soft or loud music</b>	

### Exemplars

1. Explain Italian terms used in describing the dynamics of music.  
Examples: piano, forte, crescendo, diminuendo, etc.
2. Differentiate between the benefits and harm of loud and soft music.

**CC7.2:** Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.

**CC8.1:** Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.

**CI 6.4:** Imagining and seeing things in a different way.

**DL5.6:** Preparedness to make better decisions using available information

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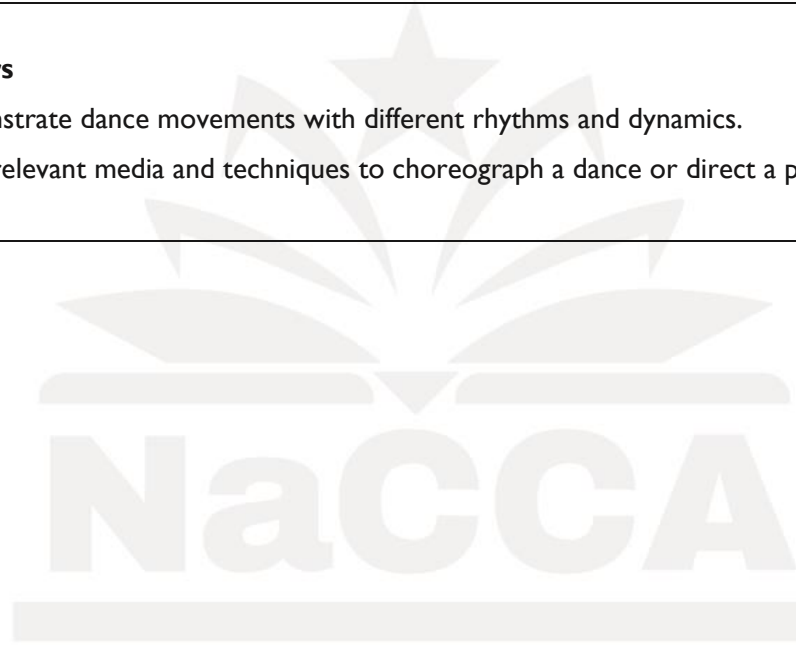
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.1.2</b> <b>(CONTINUED)</b> <b>Performing Arts - Music:</b> <b>Demonstrate understanding and apply tempo, dynamics and simple forms in music</b>	<b>B8/JHS2 2.1.2.7 Internalise and identify aurally basic architectural designs in art, pop and indigenous musical works (e.g., AB, ABA, AA, AABA, ABAB and ABC).</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Listen and tell if the form of an art musical work is <i>binary</i>, <i>ternary</i> or <i>through composed</i> or <i>free fantasia</i>.</li> <li>2. Listen and tell if the form of a pop musical work is ballad, verse-bridge song, verse-chorus song or verse-chorus-bridge.</li> </ol>	<b>CC7.2:</b> Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures. <b>CP 5.3:</b> Create simple logic trees to think through problems. <b>CI 5.6:</b> Understand and use analogies and metaphors.
<b>B8/JHS2. 2.1.3.</b> <b>Dance and Drama:</b> <b>Demonstrate understanding of Ghanaian dance forms</b>	<b>B8/JHS2.2.1.3.8 Identify various Ghanaian Dance types and their context of performance</b>	Communication and Collaboration ( <b>CC</b> ), Creativity and Innovation ( <b>CI</b> ), Personal Development and Leadership ( <b>PL</b> )
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Identify the dance types and categories. (religious, war and sociocultural)</li> <li>2. Compare and contrast the types and categories.</li> <li>3. Explore the context of performance.</li> </ol>	<b>CC 7.5:</b> Identify and analyse different points of views of speaker. <b>PL 5.6:</b> Ability to set and maintain personal standards. <b>CI 5.5:</b> Ability to try alternative and fresh approaches.
	<b>B8/JHS2.2.1.3.9 Experiment and practise by using the techniques of rhythm (i.e., beat, tempo, intensity), dynamics (i.e. fast, slow, smooth, flow) in dance and drama.</b>	

**Exemplars**

1. Demonstrate dance movements with different rhythms and dynamics.
2. Apply relevant media and techniques to choreograph a dance or direct a play..

**CI 5.2:** Ability to merge simple/complex ideas to create novel situations or things.

**CI 6.6:** Being open-minded, adapting and modifying ideas to achieve creative results.



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**STRAND 2: CREATIVE ARTS**  
**SUB-STRAND: 2.2 CREATIVE AND AESTHETIC EXPRESSION**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.2.1.</b> <b>Visual Arts:</b> <b>Demonstrate the ability to apply the concept of the design process (idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures</b>	<b>B8/JHS2. 2.2.1.1 Design and produce your own artworks that reflect a range of different times and cultures</b>	Communication and Collaboration ( <b>CC</b> ), Critical Thinking and Problem Solving ( <b>CP</b> ), Creativity and Innovation ( <b>CI</b> ), Personal Development and Leadership ( <b>PL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> ), Digital Literacy ( <b>DL</b> )
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Research and record relevant information for planning and developing ideas to make visual artworks that reflect any of the following: history, culture, topical issues, natural and man-made environment.            Example: Plan an artwork on SSNIT Pension Scheme services, Ghana's independence in 1957, galamsay, sanitation, etc.</li> <li>2. Apply recorded ideas, design process, appropriate tools, materials and techniques to create artworks that communicate views about topical issues.            Example: Design an artwork on SSNIT Pension Scheme services, Ghana's independence in 1957, galamsay, sanitation, etc.</li> <li>3. Reflect on and explain whether the artwork in progress conveys the intended ideas and meaning for appropriate revision and use peer- and self-evaluation to review work.            Examples of art specific language vocabulary: form, line, texture, colour, shape, technique, media.</li> </ol>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. <b>CP 5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation. <b>CI 6.9:</b> Interpret and apply learning in new contexts. <b>PL6.3:</b> Ability to manage time effectively. <b>CG6.1:</b> Understanding of influences of globalisation on traditions, languages and cultures. <b>DL 6.2:</b> Create a meaningful and original piece of work or its interpretation by integrating existing information.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.2.1 (CONTINUED)</b> <b>Visual Arts:</b> <b>Demonstrate the ability to apply the concept of the design process (idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures</b>	<b>B8/JHS2. 2.2.1.2 Plan and display own and others' artworks that reflect the history, cultures, physical and social environment</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Demonstrate understanding and skill in defining roles and responsibilities in selecting and preserving a collection of artworks for an exhibition.</li> <li>2. Collaborate with peers to monitor, assess and report on the exhibition. Examples: in learner journals, print and electronic media.</li> </ol>	<b>CC9.3:</b> Understand roles during group activities. <b>PL6.1:</b> Ability to serve group members effectively. <b>DL5.3:</b> Ability to find and utilise digital content.
	<b>B8/JHS2. 2.2.1.3 Organise an appreciation and appraisal of own and others' artworks that reflect the history, cultures, physical and social environment.</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Analyse and interpret how selected elements, principles and techniques are used in an artwork to express beauty, meaning and culture of a people.</li> <li>2. Reflect on and make suggestions on how own interpretation and views on artworks of a culture can be improved to give it an identity.</li> </ol>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. <b>CP 5.5:</b> Effectively evaluate the success of solutions used in an attempt to solve a complex problem.



CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.2.2.</b> <b>Performing Arts - Music:</b> <b>Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect a range of different times and cultures</b>	<b>B8/JHS2. 2.2.2.4 Design and produce own musical genre that reflect the history and cultures, physical and social environment</b>	Communication and Collaboration ( <b>CC</b> ), Creativity and Innovation ( <b>CI</b> ), Personal Development and Leadership ( <b>PL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> )
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Research and select own and indigenous musical genre outside your community that express personal experiences and interests, moods, visual images, concepts, texts, or storylines on example the <i>SSNIT Pension Scheme</i> services, etc.</li> <li>2. Collaborate to create rehearsal plan for performing the chosen work in B8/JHS2. 2.2.2.4 <b>Exemplar 1</b>, identifying and allocating time to the various aspects — singing, drumming, dancing, costume, venue, etc.</li> </ol>	<b>CI 6.3:</b> Ability to select the most effective creative tools for work, and give reasons for the choice. <b>CP 5.1:</b> Ability to combine information and ideas from several sources to reach a conclusion. <b>PL6.1:</b> Ability to serve group members effectively. <b>DL5.3:</b> Ability to find and utilise digital content. <b>CG5.2:</b> Develop and exhibit ability to defend one's cultural beliefs, practices and norms.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.2.2 (CONTINUED)</b>  <b>Performing Arts - Music:</b>  <b>Demonstrate the ability to use concept of the design process (idea development) to create and display own creative musical art works that reflect a range of different times and cultures</b>	<b>B8/JHS2. 2.2.2.5 Plan and display own and others' musical works that reflect a range of different times and cultures</b>	
	<b>Exemplars</b>  1. Give a class concert (to be video recorded) that begins with a presentation on the style, historical and cultural context of the compositions selected and rehearsed in B8/JHS2. 2.2.2.4 <b>Exemplar I</b> .	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.  <b>CC9.5:</b> Appreciate the importance of including all team members in discussions and actively encourage contributions from them.  <b>CI 5.2:</b> Ability to merge simple/complex ideas to create novel situations or things.  <b>CG5.4:</b> Develop and exhibit a sense of cultural identity.
	<b>B8/JHS2. 2.2.2.6. Organise an appreciation and appraisal of own and others' musical works that reflect a range of different times and cultures.</b>	
	<b>Exemplars</b>  1. Conduct an enquiry by playing the recorded video clip from B8/JHS2. 2.2.2.4 <b>Exemplar I</b> to a group of people (including learners, staff and parents) to collect data and write an aesthetic appreciation report.  2. Reflect and refine own work using the feedback from the appraisal and aesthetic appreciation report.  3. Disseminate the findings of your research to the class by giving a presentation.	<b>CC9.1:</b> Demonstrate behaviour and skills of working towards group goals.  <b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.  <b>DL5.1:</b> Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.2.3.</b> <b>Dance and Drama:</b> <b>Demonstrate how to apply the concept of design process (Idea development) to produce and display own creative and expressive art-forms that reflect a range of different times and cultures</b>	<b>B8/JHS2.2.2.3.7 Design and produce own dance and drama that reflect a range of different times and cultures</b>	Creativity and Innovation <b>(CI)</b> , Cultural Identity and Global Citizenship <b>(CG)</b> , Critical Thinking and Problem Solving <b>(CP)</b> , Personal Development and Leadership <b>(PL)</b>
	<b>Exemplars</b> 1. Discuss a dance or drama artist and their artworks. Example: Martin Owusu, Nia Yartey. 2. Design and produce own dance piece or play. Example: SSNIT Pension Scheme services, sanitation etc.	<b>CG 6.4:</b> Exhibit a sense of nationality and global identity. <b>CI 6.6:</b> Being open-minded, adapting and modifying ideas to achieve creative results.
	<b>B8/JHS2.2.2.3.8 Plan and display own and others' dance and drama pieces that reflect a range of different times and cultures.</b>	
	<b>Exemplars</b> 1. Describe how to plan a dance or drama production that reflects the history, cultures, environment and heritage of a people. 2. Choose and prepare a venue to showcase the performance. 3. Rehearse and perform the planned dance piece or drama skit.	<b>CI 5.3:</b> Identification of requirements of a given situation and justification of more than one creative tool that will be suitable. <b>CP 6.2:</b> Ability to explain plans for attaining goals. <b>PL6.5:</b> Ability to monitor team members to ascertain progress.
	<b>B8/JHS2.2.2.3.9 Organise an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues</b>	

**Exemplars**

1. Invite an audience to watch the performance of own and others' for appreciation and appraisal.
2. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances.

**CP 6.7:** Implement strategies with accuracy.

**CP 5.1:** Ability to combine information and ideas from several sources to reach a conclusion.



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## STRAND 2: CREATIVE ARTS

### SUB-STRAND: 2.3. CONNECTIONS IN LOCAL AND GLOBAL CULTURES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.3.1.</b> <b>Visual Arts:</b> <b>Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues</b>	<b>B8/JHS2. 2.3.1.1. Identify and discuss visual artists whose work reflected the history, culture, environment and topical issues in the community</b>	Communication and Collaboration ( <b>CC</b> ), Critical Thinking and Problem Solving ( <b>CP</b> ), Creativity and Innovation ( <b>CI</b> ), Personal Development and Leadership ( <b>PL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> ), Digital Literacy ( <b>DL</b> )
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Conduct an enquiry and gather information on visual artists in the community whose work made impact on the history, culture, environment and topical issues. Examples: ethnic group, education, exhibition, museum, gallery.</li> <li>2. Classify and record information on visual artists in the community and their artworks according to their areas of specialisation/discipline. Examples: ethnic group, education, exhibition, museum, gallery</li> <li>3. Select any visual artist in the community and make a presentation on their life, work and influence. Example; ethnic group, education, philosophy and competition/ exhibition, role model, achievement etc.</li> </ol>	<b>CC7.4:</b> Identify underlying themes, implications and issues when listening. <b>CP 5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument. <b>PL5.2:</b> Demonstrate a sense of belongingness to a group. <b>CG5.3:</b> Develop and express respect, recognition and appreciation of others' cultures. <b>DL5.3:</b> Ability to find and utilise digital content.
	<b>B8/JHS2. 2.3.1.2. Compare and contrast artworks of visual artists that reflect the history, culture, environment and topical issues</b>	

**Exemplars**

1. Analyse the similarities and differences of themes and techniques used by visual artists in the production of artworks that reflect the history, culture, environment and topical issues.

Examples: Ablade Glover, Kofi Antobam, Theodosia Okoh, Francis Boateng.

2. Relate artworks to tradition, culture and environmental issues of the community to derive meaning and ideas.

**CP 5.6:** Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.

**CG5.3:** Develop and express respect, recognition and appreciation of others' cultures.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.3.1 (CONTINUED)</b> <b>Visual Arts:</b> <b>Demonstrate the ability to correlate and generate ideas from creative artworks of visual artists that reflect a range of different times, cultures and topical issues</b>	<b>B8/JHS2. 2.3.1.3. Determine the creative design approaches and processes used by visual artists in creating artworks that reflect the history, culture, environment and topical issues</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>Examine and record the design approaches used by visual artists in the production of artworks that reflect the history culture, environment and topical issues. Example: Serge Attukwei Clottey using disposed waste to create parch installation.</li> <li>Analyse, appreciate and appraise the design processes used by visual artists in producing artworks that solved societal issues.</li> <li>Reflect and evaluate the appreciation and appraisal done for refinement.</li> </ol>	<b>CG6.4:</b> Exhibit a sense of nationality and global identity. <b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.
<b>B8/JHS2. 2.3.2. Performing Arts - Music:</b> <b>Demonstrate the capacity to correlate and generate ideas from indigenous creative musical forms and Ghanaian art musicians that reflect a range of different times, cultures and topical issues</b>	<b>B8/JHS2. 2.3.2.4. Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues</b>	Communication and Collaboration ( <b>CC</b> ), Personal Development and Leadership ( <b>PL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> ).
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>Compare Ephraim Amu and J. H. K. Nketia.</li> <li>Transcribe a popular song that promotes and sensitises the public an emerging topical issue, e.g., the SSNIT Pension Scheme</li> </ol>	<b>CG5.2:</b> Develop and exhibit ability to defend one's cultural beliefs, practices and norms. <b>CP 5.1:</b> Ability to combine information and ideas from several sources to reach a conclusion. <b>CC9.6:</b> Ability to work with all group members to complete a task successfully. <b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.



CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p><b>B8/JHS2. 2.3.2.5. Appreciate and appraise at least three (3) indigenous and neo-traditional groups within the nation based on their style, instruments, song themes, dance movements, etc</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Research, select and document three (3) indigenous and neo-traditional groups within the nation based on their style, instruments, song themes, dance movements, etc.</li> <li>2. Compare and contrast two of the selected indigenous types and two of the neo-traditional types.</li> </ol>	<p><b>CC8.3:</b> Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p> <p><b>CP 5.1:</b> Ability to combine information and ideas from several sources to reach a conclusion.</p> <p><b>CG5.2:</b> Develop and exhibit ability to defend one's cultural beliefs, practices and norms.</p> <p><b>DL5.3:</b> Ability to find and utilise digital content.</p>

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B8/JHS2. 2.3.3.</b> <b>Dance and Drama:</b> <b>Demonstrate the capacity to correlate ideas from creative artworks of dance and drama artistes that reflect a range of different times, cultures and topical issues</b>	<b>B8/JHS2.2.3.3.6 Select and analyse creative artworks of dance and drama artistes, and identify the history, culture, environment and topical issues that are reflected in them for documentation</b>	Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Compare and contrast a dance piece and a play of artistes reflecting the history, culture and topical issues.</li> <li>2. Document and reflect on the key issues in the dance or play that address environment and topical issues.</li> <li>3. Analyse and generate ideas from dance and drama performances of artistes from other cultures based on the knowledge gained from community experience.</li> </ol>	<b>CI 6.9:</b> Interpret and apply learning in new contexts. <b>CP 5.5:</b> Effectively evaluate the success of solutions used to attempt to solve a complex problem.
	<b>B8/JHS2.2.3.3.7 Organise a group discussion to appreciate dance and/or plays of own and other cultures, environment and topical issues.</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. View and analyse a dance and/or drama performance from own or other cultures based on environment and topical issues for documentation.</li> </ol>	<b>CP 5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument.

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# **BASIC 9**








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## STRAND I: DESIGN

### SUB-STRAND I.1.: DESIGN IN NATURE AND MANMADE ENVIRONMENT



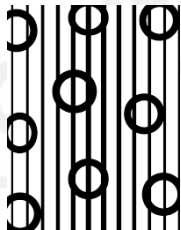
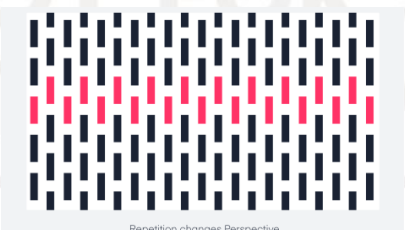
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3 I.1.I</b> <b>Demonstrate understanding of design as a concept in relation to the elements (form, value) and principles (variety, proportion) of design and as a medium for creative expression of design in nature and the manmade environment.</b>	<b>B9/JHS3 I.1.I.1</b> <b>Demonstrate understanding of design as a concept by using the elements and principles of design as a medium for creative expression of design in nature and the manmade environment.</b>	<b>Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL)</b>  <b>CC9.1:</b> Demonstrate behaviour and skills of working towards group goals <b>CP5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion <b>CI5.5:</b> Ability to try new alternatives and different approaches <b>DL6.1:</b> Use digital tools to create novel things
	<b>Exemplar</b>	
	<ol style="list-style-type: none"> <li>1. Research to determine and record the meaning, importance and role of design in nature and the manmade environment for reflection and discussion.</li> <li>2. Explore and reflect on selected natural and manmade designs to appreciate and determine how design in nature has influenced manmade designs to benefit society for appreciation and discussion. Example: form, value</li> </ol> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Beak of kingfisher bird inspired Shinkansen Bullet Train – Japan</p> </div> <div style="text-align: center;">  <p>Design inspired by the palm</p> </div> <div style="text-align: center;">  <p>Colourful bird</p> </div> </div> <p style="text-align: center;">Source: Pinterest.com</p>	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3 1.1.1</b> <b>Demonstrate understanding of design as a concept in relation to the elements (form, value) and principles (variety, proportion) of design and as a medium for creative expression of design in nature and the manmade environment.</b>	<p>3. Compare and contrast selected natural and manmade designs to determine and record their similarities and differences for reflection and inspiration to create and illustrate own design ideas (e.g. rivers/roads, anthills/houses, etc.)</p>  <p>Source: Pinterest.com</p> <p><i>Anthill inspired Eastgate Building in Harare Zimbabwe</i></p>	<p><b>CC9.1:</b> Demonstrate behaviour and skills of working towards group goals</p> <p><b>CP5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion</p> <p><b>CI5.5:</b> Ability to try new alternatives and different approaches</p> <p><b>DL6.1:</b> Use digital tools to create novel things</p>
	<p><b>B9/JHS3 1.1.1.2</b>  <b>Research to identify and record what constitutes the ‘elements of design’ in nature and as building blocks for creative expression of design ideas.</b></p>	
	<p><b>Exemplar</b></p> <p>I. Research to deduce and record what constitutes the ‘elements of design’ and their application as building blocks for creative expression of design for reflection and discussion.  Examples: <i>form, value</i></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Natural Elements</b></p>  <p>Line</p>  <p>Dot</p>  <p>Texture</p> </div> <div style="text-align: center;"> <p><b>Man-Made Elements</b></p>  <p>Lines</p>  <p>Form</p>  <p>Texture</p> </div> </div> <p>Source: Pinterest.com</p>	<p><b>CC7.5:</b> Identify and analyse different points of views of speaker</p> <p><b>CP5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion</p> <p><b>CI6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used</p> <p><b>DL5.6:</b> Preparedness to make better decisions using available information</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3 1.1.1</b> <b>Demonstrate understanding of design as a concept in relation to the elements (form, value) and principles (variety, proportion) of design and as a medium for creative expression of design in nature and the manmade environment.</b>	<p>2. Explore the natural and manmade environments to identify and document examples of <i>elements of design</i> for reflection and discussion.</p> <p>3. Reflect on knowledge gained from discussions to create patterns that reflect selected <i>elements of design</i> using available manual and digital tools, materials and techniques for display and sharing.            Examples: <i>forms of objects, value</i></p> <div style="text-align: center;"> <p>Natural Elements      Man-Made Elements</p> <p>Line      Dot      Lines</p> <p>Texture      Form      Texture</p> </div> <p>Source: Pinterest.com</p>	<p><b>CC7.5:</b> Identify and analyse different points of views of speaker</p> <p><b>CP5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion</p> <p><b>CI6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used</p> <p><b>DL5.6:</b> Preparedness to make better decisions using available information</p>

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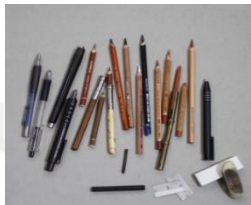




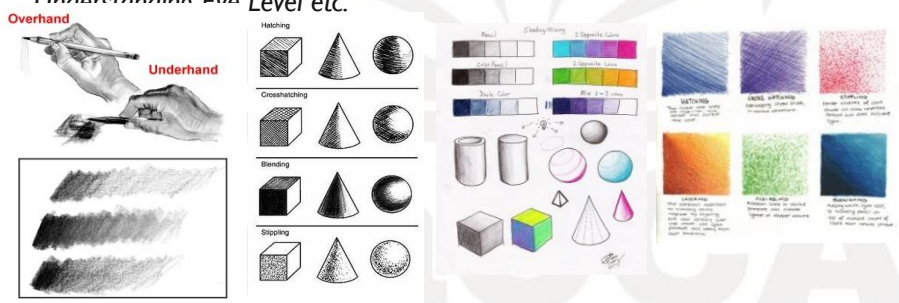
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3 1.1.1</b> Demonstrate understanding of design as a concept in relation to the elements (form, value) and principles (variety, proportion) of design and as a medium for creative expression of design in nature and the manmade environment.	<b>B9/JHS3 1.1.1.3</b> Research to identify and record in writing what constitutes the <i>principles of design</i> and describe how they are used to organise the <i>elements of design</i> into building blocks for creative expression of design in nature and the manmade environment.	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. <b>CP6.5:</b> Ability to select alternative(s) that adequately meet selected criteria <b>CI6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used <b>DL5.6:</b> Preparedness to make better decisions using available information
	<b>Exemplar</b> 5. Search for and organise relevant information to describe and record the <i>principles of design</i> and how they apply in nature and the manmade environment for reflection. Examples: <i>variety, proportion</i>	
	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p>Natural designs Zimbabwe</p> <p>Manmade design</p> </div> <p>Source: Pinterest.com</p>	
	4. Identify, describe and record examples of <i>principles of design</i> in nature and the manmade environment for appreciation and discussion. 5. Apply knowledge gained to select examples of <i>elements and principles of design</i> to create own designs using available manual and digital tools, materials and techniques for appreciation, display and feedback.	
	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center; font-size: small;">Repetition changes Perspective</p>	




## STRAND I: DESIGN

### SUB-STRAND I.2.: DRAWING, SHADING, COLOURING AND MODELLING FOR DESIGN

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3 I.2.1.</b> <b>Design</b> <b>Demonstrate understanding and use of (3- D drawing, shading, colouring and modelling) media and techniques for creative expression of design ideas.</b>	<b>B9/JHS3 I.2.1.1</b> <b>Explore available manual and digital tools, materials and techniques for 3-D drawing, shading and colouring to create designs from lines, simple shapes and forms.</b>	Communication and Collaboration ( <b>CC</b> ), Critical Thinking and Problem Solving ( <b>CP</b> ), Creativity and Innovation ( <b>CI</b> ), Digital Literacy ( <b>DL</b> ), Personal Development and Leadership ( <b>PL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> )
	<b>Exemplar</b> <p>I. Explore to determine and document the nature and suitability of available manual tools, materials and techniques for 3-D drawing, shading, and colouring for appreciation and reflection.            E.g. of tools: T-square, set square, protractor/paper/cardboard/pencil.</p>    <p><i>Tools and materials drawing</i></p> <p>Source: Google.com</p>	<p><b>CP 5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion  <b>DL5.5:</b> Evaluate the quality and validity of information  <b>CI5.2:</b> Ability to merge simple/ complex ideas to create novel situation or thing  <b>PL5.4:</b> Ability to understand one's personality trait <b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3 1.2.1.</b> <b>Design</b> <b>Demonstrate understanding and use of (3- D drawing, shading, colouring and modelling) media and techniques for creative expression of design ideas.</b>	<p>2. Identify, select and experiment the use of available manual tools, materials and techniques for 3-D drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising.</p> <p>Ref. to YouTube videos: Start drawing Part 2-6: <i>Drawing Shapes, Understanding Eye Level</i> etc.</p>  <p style="text-align: center;"><i>Pencil holding and shading techniques</i></p> <p style="text-align: center;"><i>Shading and colouring techniques</i></p> <p style="text-align: center;">Source: Google.com</p>	<p><b>CG5.2:</b> Develop and exhibit ability to defend one's cultural beliefs, practices and norms</p> <p><b>CP 5.7:</b> Provide new insight into controversial situation or task</p>
	<p>3. Exhibit own freehand and outline drawings and colour work to share design ideas based on lines, shapes and forms for appreciation, appraising and feedback.</p>	

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3 1.2.1.</b> <b>Design</b> Demonstrate understanding and use of (3- D drawing, shading, colouring and modelling) media and techniques for creative expression of design ideas.	<b>B8/JHS2 1.2.1.2</b> Demonstrate skills in using available digital tools, materials and techniques for 3-D drawing, shading and colouring to create designs from lines, simple shapes and forms.	
	<b>Exemplar</b> 1. Explore available digital tools, materials and techniques to determine and document their suitability for drawing, shading and colouring for appreciation and reflection.  <p>Source: Google.com      Digital tools for drawing</p>	<b>CP 5.1:</b> Ability to combine Information and ideas from several sources to reach a conclusion <b>DL5.1:</b> Ability to ascertain when information is needed and be able to identify, <b>PL5.5:</b> Desire to accept one's true self and overcome weaknesses
	6. Identify, select and experiment the use of available digital tools, materials and techniques for 3-D drawing, shading and colouring to create designs from lines, simple shapes and forms for sharing and appraising. Refer to: YouTube videos: Start drawing Part 2-6: <i>Drawing Shapes; Understanding Eye Level; etc.</i> 3. Exhibit own portfolio of freehand and outline drawings and colour work to share design ideas for appreciation, appraising and feedback.	

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3 1.2.1.</b> <b>Design</b> <b>Demonstrate understanding and use of (3- D drawing, shading, colouring and modelling) media and techniques for creative expression of design ideas.</b>	<b>B9/JHS3 1.2.1.3</b> <b>Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display.</b>	
	<b>Exemplar</b>	
	6. Identify simple products and generate drawings to illustrate templates for creating models of simple shapes and forms using cardboard, Styrofoam, pulp paper and/or clay for reflection, display and appreciation.	<b>CP 5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation <b>DL6.3:</b> Use digital tools to create novel things <b>CI 6.9:</b> Interpret and apply learning in new contexts
	7. Develop own drawings of templates and create models of simple shapes and forms using cardboard, Styrofoam, clay and/or pulp paper for appreciation and sharing.	
	3. Display own 3-D drawings, templates and models of simple shapes and forms for appreciation, appraisal and feedback.	

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## STRAND I: DESIGN

### SUB-STRAND I.3.: CREATIVITY, INNOVATION AND THE DESIGN PROCESS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3 I.3.1</b> <b>Design</b> <b>Demonstrate understanding of creativity and innovation in terms of the <i>design process</i>, and its application in developing design solutions to problems in society.</b>	<b>B9/JHS3 I.3.1.1</b> <b>Distinguish between creativity and innovation and their application for developing design solutions to problems in society.</b>	Critical Thinking and Problem Solving ( <b>CP</b> ), Creativity and Innovation ( <b>CI</b> ), Digital Literacy ( <b>DL</b> )
	<b>Exemplar</b>	<b>CI 6.2:</b> Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used <b>CP 5.1: Ability to combine</b> Information and ideas from several sources to reach a conclusion <b>DL5.1:</b> Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem
	1. Research and define the key differences between creativity and innovation for reflection and discussion.	
	2. Apply knowledge of creativity and innovation to evaluate the design products that solve specific problems in society for appreciation.  Example: <i>Energy conservation, Energy efficiency etc</i>	
	3. Examine specific artefacts available in the local community and report on specific challenges associated with their design for reflection and discussion.  Example: <i>cutlass in farming, kitchen stool, basket for farming.</i>	
	<b>B9/JHS3 I.3.1.2</b> <b>Demonstrate understanding of the <i>design process</i> in relation to creativity and innovations in design.</b>	<b>CP 6.5:</b> Ability to select alternative(s) that adequately meet selected criteria <b>CI 5.5:</b> Ability to try new alternatives and different approaches <b>DL5.6:</b> Preparedness to make better decisions using available information
	<b>Exemplar</b>	
	1. Research and record the concept, importance and application of the <i>design process</i> in creative problem solving for reflection and discussion.  Examples: <i>define, brief, research, ideation, invent, prototype, testing, refine.</i>	
	2. Analyse information gathered and describe the steps in the <i>design process</i> in relation to creativity and innovation for appreciation and sharing.	
	3 Evaluate the design of different products and suggest ways in which they could be modified to solve other problems in society.	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3 1.3.1</b> <b>Design</b> <b>Demonstrate understanding of creativity and innovation in terms of the <i>design process</i>, and its application in developing design solutions to problems in society.</b>	<b>B9/JHS3 1.3.1.3</b> <b>Demonstrate ability to apply the <i>design process</i> to create artefacts that solve specific problems in the local community.</b>	<b>CP 6.5:</b> Ability to select alternative(s) that adequately meet selected criteria <b>CI 6.3:</b> Ability to select the most effective creative tools for work, and give reasons for the choice <b>DL6.3:</b> Use digital tools to create novel things
	<b>Exemplar</b>	
	1. Apply knowledge of creativity and innovation to evaluate specific problems in society to deduce how the design process can be used to solve those problems for reporting and feedback.	
	2. Reflect on feedback and apply relevant manual and digital tools, materials and techniques to design and create model artefacts that express own concept for solving specific problems in society for appreciation and display.	
	3. Display design expressions and prototypes of artefacts to disseminate own creativity and innovation for appreciation and feedback.	

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**STRAND 2: CREATIVE ARTS**  
**SUB-STRAND: 2.1 MEDIA AND TECHNIQUES**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.1.1.</b> <b>Visual Arts:</b> <b>Demonstrate understanding and apply media and techniques in casting, assemblage and folding</b>	<b>B9/JHS3. 2.1.1.1</b> <b>Explore and identify media and techniques used to create visual artworks by casting, assemblage and folding</b>	Communication and Collaboration ( <b>CC</b> ), Creativity and Innovation ( <b>CI</b> ), Digital Literacy ( <b>DL</b> ), Personal Development and Leadership ( <b>PL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> )
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Identify, describe, discuss and record information on available tools, materials and equipment from a variety of sources for casting, assemblage and folding.                Examples: from videos/illustrations/pictures/realia</li> <li>2. Test, classify and discuss the use of the tools, materials, equipment according to their findings on casting, assemblage and folding.</li> <li>3. Apply the tools, materials and equipment safely and skilfully to create own artefacts using casting, assemblage and folding techniques and display them for appraisal using peer- and self-evaluation to review work for feedback.                Examples of art specific language vocabulary: casting, assemblage and folding.</li> <li>4. Apply knowledge and skills in safety, maintenance and sustainability to organise and store tools, materials and equipment, and clean up the work space.</li> </ol>	<b>CC8.2:</b> Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. <b>CP5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument <b>CI5.1:</b> Examine alternatives in creating new things. <b>DL5.3:</b> Ability to find and utilise digital content



CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.1.1 (CONTINUED)</b>  <b>Visual Arts:</b>  <b>Demonstrate understanding and apply media and techniques in casting, assemblage and folding</b>	<b>B9/JHS3. 2.1.1.2 Experiment by using techniques in casting to create visual artworks</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Identify the techniques in casting such as filled-in, hump and hollow to create own cast artworks.</li> <li>2. Design own cast artworks and apply the relevant techniques of casting to create own visual artworks for display and feedback.</li> <li>3. Display cast artworks for appreciation, reflection and review using peer- and self-evaluation for feedback.</li> </ol> <p>Examples of art specific language vocabulary: <i>form, casting, hump and hollow.</i></p>	<b>CC9.4:</b> Help group work on relevant activities.  <b>CP5.2:</b> Analyse and make distinct judgement about viewpoints expressed in an argument  <b>CI5.1:</b> Examine alternatives in creating new things.  <b>DL5.3:</b> Ability to find and utilise digital content
	<b>B9/JHS3 2.1.1.3 Apply artistic techniques in folding by using available media to make creative artworks.</b>	

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### Exemplars

1. Identify the techniques in folding such as creasing, pleating, knotting, to make creative artworks and research artists who use folding techniques in their artwork.
2. Use the techniques in folding such as creasing, pleating and knotting to make creative artworks and use your research into artists who use folding techniques in their artwork to inform the design of your artwork.

Techniques: creasing, pleating, knotting, stippling, gluing and folding etc.

Tools and Materials: scissors, craft knife, glue, paper, fabric, staple pin, ribbons etc.

Uses: for decoration of halls, rooms, occasions, paper bags, broche etc.

3. Display folded artworks for appreciation, reflection and use peer- and self-evaluation to review work.

Examples of art-specific language vocabulary: *creasing, pleating, knotting, and folding.*

**CC8.2:** Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.

**CP5.5:** Effectively evaluate the success of solutions used in an attempt to solve a complex problem.

**CI5.5:** Ability to try new alternatives and different approaches.


**DL5.3:** Ability to find and utilise digital content.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.1.1 (CONTINUED)</b> <b>Visual Arts:</b> <b>Demonstrate understanding and apply media and techniques in casting, assemblage and folding</b>	<b>B9/JHS3 2.1.1.4 Experiment by using techniques in construction using available media to create own ideas and make visual artworks</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>Identify variety of techniques in construction by observing and interacting with artworks made using construction technique (<i>realia, OERs and other internet sources</i>).  Suggested examples of Local artists: K. Z. Adzraku, Margaret Asabea Anakwa  Suggested examples of National artists: P .M. Amonoo  Some suggested examples of International (Diaspora) artists: <i>El Anatsui, Ibrahim Mahama</i></li> <li>Design and produce an art work applying some of the techniques identified in B9/JHS3. 2.1.1.4 Exemplar I  Types of objects used: found objects in the environment  How objects were joined: stitching, gluing, stapling etc.,</li> <li>Display constructed artworks for appreciation, reflection and use peer- and self-evaluation to review work.  Examples of art specific language vocabulary: <i>form, line, texture, colour, texture, shape.</i></li> </ol>	<p><b>CC8.5:</b> Vary the level of detail and the language used when presenting to make it appropriate to the audience.</p> <p><b>CP6.7:</b> Implement strategies with accuracy.</p> <p><b>CI6.9:</b> Interpret and apply learning in new contexts.</p> <p><b>CI6.10:</b> Reflect on work and explore the thinking behind thoughts and processes. <b>PL6.3:</b> Ability to manage time effectively.</p> <p><b>DL5.3:</b> Ability to find and utilise digital content.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES																																																																																																													
B9/JHS3. 2.1.2. Performing Arts - Music:  Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music	<b>B9/JHS3 2.1.2.5 Sing in pitch triads on all the seven degrees of the scale horizontally (<i>arpeggios</i>) and vertically (<i>harmony</i>)</b>	Communication and Collaboration <b>(CC)</b> , Creativity and Innovation <b>(CI)</b> , Digital Literacy <b>(DL)</b> , Personal Development and Leadership <b>(PL)</b>																																																																																																													
	<p><b>Exemplars</b></p> <p>1. Sing and/or perform on melodic instruments triads built on all the seven degrees of the scale melodically.</p> <table><tr><td colspan="10"></td></tr><tr><td></td><td>f</td><td>s</td><td>l</td><td>t</td><td>d'</td><td>r'</td><td>m'</td><td>f'</td><td>m'</td></tr><tr><td></td><td>r</td><td>m</td><td>f</td><td>s</td><td>l</td><td>t</td><td>d'</td><td>r'</td><td></td></tr><tr><td>d</td><td>t,</td><td>d</td><td>r</td><td>m</td><td>f</td><td>s</td><td>l</td><td>t</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Degree</td><td>I</td><td>II</td><td>III</td><td>IV</td><td>V</td><td>VI</td><td>VII</td><td></td><td></td></tr></table> <p>Sing through the triads as technical exercise <i>arpeggios</i>. Hold last notes at ends (<i>long pause</i>).</p> <p>2. Sing and/or perform on keyboard/melodic instruments triads built on all the seven degrees of the scale harmonically.</p> <table><tr><td>Group 1</td><td>d'</td><td>r'</td><td>m'</td><td>f'</td><td>s'</td><td>l'</td><td>t'*</td></tr><tr><td>Group 2</td><td>s</td><td>l</td><td>t</td><td>d'</td><td>r'</td><td>m'</td><td>f'</td></tr><tr><td>Group 3</td><td>m</td><td>f</td><td>s</td><td>l</td><td>t</td><td>d'</td><td>r'</td></tr><tr><td>Group 4</td><td>d</td><td>r</td><td>m</td><td>f</td><td>s</td><td>l</td><td>t</td></tr><tr><td>Degree</td><td>I</td><td>II</td><td>III</td><td>IV</td><td>V</td><td>VI</td><td>VII</td></tr></table> <p>Groups must be arranged from high voices to low (i.e. 1 through 4) End on the first degree to complete the cycle.</p> <p>*Replace [t] with [r] where highlighted because that note is not doubled in music.</p>												f	s	l	t	d'	r'	m'	f'	m'		r	m	f	s	l	t	d'	r'		d	t,	d	r	m	f	s	l	t																						Degree	I	II	III	IV	V	VI	VII			Group 1	d'	r'	m'	f'	s'	l'	t'*	Group 2	s	l	t	d'	r'	m'	f'	Group 3	m	f	s	l	t	d'	r'	Group 4	d	r	m	f	s	l	t	Degree	I	II	III	IV	V	VI	VII
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.1.2</b> <b>(CONTINUED)</b> <b>Performing Arts - Music:</b> <b>Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music</b>	<b>B9/JHS3 2.1.2.6 Create/improvise a melody using (I, VI, IV, V) as the ostinato bass line</b>	
	<p><b>Exemplar</b></p> <p>I. Rehearse an improvised melody on [d: l: f: s ] ostinato and perform the melody with voice/instrument based on [I, VI, IV and V] chord progression.</p> <p>E.g.,</p> 	<p><b>CC8.3:</b> Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p> <p><b>DL6.3:</b> Use digital tools to create novel things.</p> <p><b>PL6.1:</b> Ability to serve group members effectively.</p>
<b>B9/JHS3. 2.1.3.</b> <b>Dance and Drama:</b> <b>Demonstrate understanding and application of media and techniques in Dance and Drama</b>	<b>B9/JHS3 2.1.3.7 Create a simple Dance Drama and/or one act based on a topical issue</b>	<p>Digital Literacy (<b>DL</b>), Personal Development and Leadership (<b>PL</b>), Creativity and Innovation (<b>CI</b>), Critical Thinking and Problem Solving (<b>CP</b>)</p>
	<p><b>Exemplar</b></p> <p>I. Identify and select materials for creating a Dance Drama and/or one act play.</p>	<p><b>CI 5.3:</b> Identification of requirements of a given situation and justification of more than one creative tool that will be suitable.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.1.3</b> <b>(CONTINUED) Dance and Drama:</b>  <b>Demonstrate understanding and application of media and techniques in Dance and Drama</b>	<b>B9/JHS3.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Identify additional parts of the performance space. Refer to the <i>Teacher's Resource Pack</i>.</li> <li>2. Explore the parts of the body and props essential for acting and dancing.</li> <li>3. Explain masking, aside, apron, linear and circular patterns, etc., in dance and drama.</li> </ol>	<p><b>CI 6.1:</b> Exhibit strong memory, intuitive thinking, and respond appropriately.</p> <p><b>CP 6.2:</b> Ability to explain plans for attaining goals.</p> <p><b>PL6.2:</b> Division of tasks into solvable units and assigning group members to task units.</p> <p><b>DL6.3:</b> Use digital tools to create novel things.</p>
	<b>B9/JHS3.2.1.3.9 Experiment and practise by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama</b>	

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### Exemplars

1. Improvise/execute different postures at various levels and perform various movements – walking, running, crouching, swimming, fighting, etc., on the stage or in the performance space.  
Refer to teachers pack.
2. Perform simple stage movements.  
Example: move DR, UL, DC, DL, CC.
3. Identify the positions on stage.  
Example: Profile: open and close, full back, front, and positions: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>.
4. Create a group artwork in place or in motion with stage balance/harmony in mind and use appropriate language to give supportive and informative peer- and self-evaluation.

**CI 5.5:** Ability to try new alternatives and different approaches.

**CI 6.9:** Interpret and apply learning in new contexts.

**CI 6.1:** Exhibit strong memory, intuitive thinking, and respond appropriately.

**PL6.2:** Division of tasks into solvable units and assigning group members to task units.

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**STRAND 2: CREATIVE ARTS**  
**SUB-STRAND: 2.2 CREATIVE AND AESTHETIC EXPRESSION**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.2.1.</b> <b>Visual Arts:</b> <b>Exhibit art works produced from competences and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures</b>	<b>B9/JHS3. 2.2.1.1 Design and produce own visual artworks that reflect a range of different times, cultures and topical issues</b>	Communication and Collaboration ( <b>CC</b> ), Critical Thinking and Problem Solving ( <b>CP</b> ), Creativity and Innovation ( <b>CI</b> ), Digital Literacy ( <b>DL</b> ), Personal Development and Leadership ( <b>PL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> )
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Select an artist or art works from a different time or culture. Research and document the elements of design used in the art works such as colour, media, techniques, composition and content.</li> <li>2. Use the information gathered on the selected artist to plan and use some of the elements of design in the art works (such as colour, media, content, composition) and the design process to create an artwork.</li> <li>3. Develop and use peer- and self-evaluation criteria to review work in progress for reflection, encouragement, guidance and improvement:</li> </ol> Examples of art specific language vocabulary: form, line, texture, colour, shape, unity, balance, variety, harmony, technique, media.	<b>CI 6.6:</b> Being open-minded, adapting and modifying ideas to achieve creative results. <b>CP5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation. <b>PL5.5:</b> Desire to accept one's true self and overcome weaknesses. <b>CG6.1:</b> Understanding of influences of globalisation on traditions, languages and cultures.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.2.1 (CONTINUED)</b> <b>Visual Arts:</b> <b>Exhibit art works produced from competencies and skills acquired from the application of the philosophies, designs and processes learnt from different times and cultures</b>	<b>B9/JHS3. 2.2.1.2 Plan and display artworks that reflect the influence of a range of different times, cultures and topical issues</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Investigate and apply the knowledge and skills in organising exhibition in Visual Arts paying attention to peculiarity of artefacts involved, target audience, space/venue, finance, publicity, etc.</li> <li>2. Collaborate to analyse and present reports on the similarities, differences and challenges in preserving and exhibiting art works.</li> </ol>	<p><b>CC8.4:</b> Anticipate different responses from the audience and plan for them.</p> <p><b>CP 5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p><b>PL6.2:</b> Division of tasks into solvable units and assigning group members to task units.</p> <p><b>CG5.5:</b> Adjust to the demands of customs, traditions, values and attitudes of society.</p>
	<b>B9/JHS3. 2.2.1.3 Organise an appreciation and appraisal of artworks produced using inspiration and ideas from different times, cultures and other relevant topical issues</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Appreciate and appraise an artwork by using criteria that covers the form, content, elements and principles, purpose, cultural traditional/ contemporary impact.</li> <li>2. Plan and organise a class exhibition and do self and peer review on exhibits.</li> </ol>	<p><b>CC8.4:</b> Anticipate different responses from the audience and plan for them.</p> <p><b>CP 5.6:</b> Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p><b>PL6.7:</b> Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.2.2.</b> <b>Performing Arts - Music:</b> <b>Exhibit competences in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues</b>	<b>B9/JHS3. 2.2.2.4 Design and produce own musical work that reflects a range of different times and cultures that promote and sensitise the public on emerging topical issues</b>	Communication and Collaboration ( <b>CC</b> ), Critical Thinking and Problem Solving ( <b>CP</b> ), Digital Literacy ( <b>DL</b> ), Personal Development and Leadership ( <b>PL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> ).
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Research and select your own and works of other musicians (either indigenous, art or pop) within the African continent that promote and sensitise the public on emerging topical issues such as climate change, <i>galamsey</i>, sanitation, water, energy waste and conservation, disease, terrorism, war, democracy, pension scheme, etc.</li> <li>2. Create a rehearsal plan for performing the chosen musical works in B9/JHS3. 2.2.2.4 <b>Exemplar 1</b>, identifying and allocating time to the various aspects—singing, drumming, dancing, costume, venue, etc.</li> </ol>	<b>CG5.3:</b> Develop and express respect, recognition and appreciation of others' cultures.  <b>CG6.1:</b> Understanding of influences of globalisation on traditions, languages and cultures.
	<b>B9/JHS3. 2.2.2.5 Plan and display own and others' musical works within the African continent that promote and sensitise the public on emerging topical issues</b>	
	<b>Exemplar</b> <ol style="list-style-type: none"> <li>1. Give a concert with the selected compositions in B9/JHS3. 2.2.2.4 <b>Exemplar 1</b> (to be video recorded) that begins with a presentation on the style and how it is sensitising the public on emerging topical issues.</li> </ol>	<b>CC8.1:</b> Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.  <b>CC9.5:</b> Appreciate the importance of including all team members in discussions and actively encourage contributions from them.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.2.2 (CONTINUED)</b> <b>Performing Arts - Music:</b> <b>Exhibit competences in the application of the design process to produce and display own creative musical work that reflect a range of different times, cultures and topical issues</b>	<p><b>B9/JHS3. 2.2.2.6 Organise an appreciation and appraisal of own original musical works and those of others on the African continent that promote and sensitise the public on emerging topical issues</b></p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Conduct an enquiry by playing the recorded video clip from B9/JHS3. 2.2.2.4 <b>Exemplar 1</b> to a group of people (including learners, staff and parents) to collect data and write an aesthetic appreciation report.</li> <li>2. Reflect and refine own work using the feedback from the appraisal and aesthetic appreciation report.</li> <li>3. Disseminate the findings of your research to the class by giving a presentation.</li> </ol>	<p><b>CI 6.3:</b> Ability to select the most effective creative tools for work, and give reasons for the choice.</p> <p><b>CP 5.1:</b> Ability to combine information and ideas from several sources to reach a conclusion.</p> <p><b>CC8.3:</b> Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p>
<b>B9/JHS3. 2.2.3.</b> <b>Dance and Drama:</b> <b>Producing a dance drama</b>	<p><b>B9/JHS3.2.2.3.7 Perform an original dance drama and/or one act play on socio-cultural issues</b></p>	<p>Creativity and Innovation (<b>CI</b>),  Critical Thinking and Problem Solving (<b>CP</b>),  Cultural Identity and Global Citizenship (<b>CG</b>)</p>
	<p><b>Exemplar</b></p> <ol style="list-style-type: none"> <li>1. Rehearse and perform the original dance drama and/or one act play you created with your identified and selected materials to a selected audience.  Example of play titles: SSNIT Pension Scheme services, Sanitation, Energy etc.</li> </ol>	<p><b>CP 6.7:</b> Implement strategies with accuracy.</p> <p><b>CP 5.1:</b> Ability to combine information and ideas from several sources to reach a conclusion.</p> <p><b>PL5.2:</b> Demonstrate a sense of belongingness to a group.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.2.3</b> <b>(CONTINUED) Dance and Drama:</b> <b>Producing a Dance Drama</b>	<b>B9/JHS3.2.2.3.8 Post-performance analysis of the original dance drama and/ or one act play</b>	
	<b>Exemplar</b> 1. Reflect on the audience response and prescribe areas of improvement. Example of plays to prescribe: SSNIT Pension Scheme services, Sanitation, Energy etc.	<b>CP 6.6:</b> Preparedness to recognise and explain results after implementation of plans.
	<b>B9/JHS3.2.2.3.9 Organise an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues</b>	
	<b>Exemplars</b> 1. Invite an audience to watch the performance of own and others for appreciation and appraisal. Example of performance: SSNIT Pension Scheme services, Sanitation, Energy etc. 2. Note and record the strengths and weaknesses of the production and performance for discussion and modification of future performances.	<b>CP 6.7:</b> Implement strategies with accuracy. <b>CP 6.6:</b> Preparedness to recognise and explain results after implementation of plans. <b>CG5.3:</b> Develop and express respect, recognition and appreciation of others' cultures.

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## STRAND 2: CREATIVE ARTS

### SUB-STRAND: 2.3. CONNECTIONS IN LOCAL AND GLOBAL CULTURES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.3.1.</b> <b>Visual Art</b> <b>Demonstrate the skill to correlate and generate ideas from creative artworks of African artists that reflect a range of different times, cultures and topical issues</b>	<b>B9/JHS3. 2.3.1.1. Identify, discuss, and analyse creative artworks of African visual artists that reflect their background, influence and way of solving continental issues</b>	Communication and Collaboration ( <b>CC</b> ), Critical Thinking and Problem Solving ( <b>CP</b> ), Creativity and Innovation ( <b>CI</b> ), Digital Literacy ( <b>DL</b> ), Cultural Identity and Global Citizenship ( <b>CG</b> ).
	<b>Exemplars</b> 1. Scout for, gather and classify information on prominent African visual artists and record their respective artworks according to disciplines. Example: Tribe, Education, Philosophy and Competition/ Exhibition, Achievements etc. (Ablade Glover, Dorothy Amenuke, Saka Aquaye, etc 2. Reflect, discuss and appreciate prominent African visual artists, their motivation and inspiration in solving environmental and continental issues. 3. Analyse and make presentations on the contributions of artworks of prominent African visual artists in addressing continental issues.	<b>CC8.4:</b> Anticipate different responses from the audience and plan for them. <b>CP 5.8:</b> Identify and prove misconceptions about a generalised concept or fact specific to a task or situation. <b>CI 6.8:</b> Recognise and generalise information and experience; search for trends and patterns. <b>DL5.5:</b> Evaluate the quality and validity of information.
	<b>B9/JHS3. 2.3.1.2. Examine and reflect on how African visual artists use their influence and personal responses to connect with other creative arts and subjects in Africa</b>	

**Exemplars**

1. Discuss and compare the approach, significance and achievements of prominent African visual artists in past and present contexts.
2. Appreciate and appraise how prominent African visual artists used their own history, culture and environment experiences to influence the nature of their artworks.
3. Examine, record and make presentation on how prominent African visual artists made connections with other creative arts and subjects in Africa

**CG6.1:** Understanding of influences of globalisation on traditions, languages and cultures.

**CP 6.5:** Ability to select alternative(s) that adequately meet selected criteria.

**CC8.3:** Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.3.2.</b> <b>Performing Arts - Music:</b> <b>Demonstrate the skill to correlate African music that reflect the history, culture and topical issues</b>	<b>B9/JHS3. 2.3.2.3. Distinguish different ways musical works of African art composers reflect the history, culture, environment and topical issues</b>	
	<b>Exemplars</b> <ol style="list-style-type: none"> <li>1. Compare Akin Euba and J. H. K. Nketia.</li> <li>2. Transcribe a popular song from a composer from an African country that promotes and sensitises the public on an emerging topical issue such as climate change, war, terrorism, sanitation, social security, etc.</li> </ol>	<b>CG6.4:</b> Exhibit a sense of nationality and global identity. <b>CG5.3:</b> Develop and express respect, recognition and appreciation of others' cultures. <b>DL6.3:</b> Use digital tools to create novel things. <b>CC8.3:</b> Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.
	<b>B9/JHS3. 2.3.2.4. Appreciate and appraise at least three (3) African indigenous dance genres and three (3) popular musical genres from an African nation based on their style, instruments, song themes, forms, dance movements, etc</b>	

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### Exemplars

1. Research, select and document three (3) African indigenous genres and three (3) popular musical genres from an African nation based on their style, instruments, song themes, forms, dance movements, etc.
2. Compare and contrast two of the selected indigenous musical types and two of the popular musical types.
3. Watch and write an aesthetic appreciation report on an African movie commenting on acting, drama, music and dance scenes.

**CG6.4:** Exhibit a sense of nationality and global identity.

**CG5.3:** Develop and express respect, recognition and appreciation of others' cultures.

**DL6.3:** Use digital tools to create novel things.

**CC8.3:** Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<b>B9/JHS3. 2.3.3.</b> <b>Dance and Drama:</b> <b>Demonstrate the skill to correlate African dance and drama that reflect the history, culture and topical issues</b>	<b>B9/JHS3.2.3.3.5 Reflect on a selected African creative work (dance and/or drama) and appreciate the ideas embedded</b>	Creativity and Innovation ( <b>CI</b> ), Digital Literacy( <b>DL</b> ), Personal Development and Leadership ( <b>PL</b> ) Cultural Identity and Global Citizenship ( <b>CG</b> )
	<b>Exemplar</b> I. Discuss and document some important aspects of history, culture, and topical issues in the selected Africa creative work.	<b>CG5.3:</b> Develop and express respect, recognition and appreciation of others' cultures.
	<b>B9/JHS3.2.3.3.6 Create and perform a one act play or dance based on your selected African creative work (dance/drama)</b>	
	<b>Exemplar</b> I. Rehearse and perform a one act play and/or dance (the performance should be recorded).	<b>PL6.2:</b> Division of tasks into solvable units and assigning group members to task units.  <b>CI 5.2:</b> Ability to merge simple/complex ideas to create novel situations or things.
	<b>B9/JHS3.2.3.3.7 Conduct a performance review</b>	
	<b>Exemplar</b> I. Arrange a live performance or view the recorded creative work for appraisal.	<b>CP 6.4:</b> Ability to identify important and appropriate criteria and use them to evaluate available alternatives.

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