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CREATIVE ARTS LESSON PLAN

School Name: _____

Name of Educator: _____

ARTFORM: Visual Art

GRADE: 7

TERM: 1

DATE:	WEEK: 1 & 2	DURATION: 60 min
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TOPIC: Topic 1 :Create in 2 D

CONTENT/CONCEPT/SKILL:

- Drawing and painting: exploring a variety of media and techniques – line, tone, texture, mark-making
- Art elements – line, tone, texture, shape
- Design principles – balance, contrast, emphasis
- Themes to explore – observational projects (small objects and still life arrangements)
- Variation of paper size and format

ATP'S

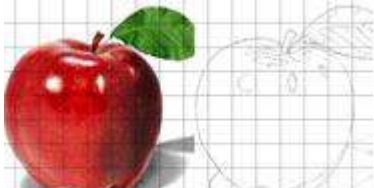
LANGUAGE ACROSS CURRICULUM (Definitions, Spelling, Terminology, Vocabulary etc.)

Key words

Subject matter	Media	Techniques
Tone	Cartoons	Texture
Shape	Complement	Contrast
Still life	Shadows	Highlights
Still life arrangement		

INCLUSIVITY (Simplified activities to address learning barriers)

Learners with barriers to be helped with the collage.
Some of these learners will not be able to complete all "Step by step" drawing sheets and grid drawings.
These learners are not to be penalized by this

TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
- Teacher explains the following: - Subject matter: it's the objects or figures in an artwork - Media: materials and equipment artist use to create different effects in an artwork - Still life arrangements: a way of placing small objects together to create an interesting composition in an artwork - Still life: an artwork with a group of objects as its subject matter - Shapes: spaces closed by outlines, e.g. a circle or a square - Tone: the difference between light and dark - Line: line that has a starting point - Texture: when you look at an object and imagine what it feels like by the way it looks - Techniques: ways to use media and equipment to create different visual effects in an artwork - Hand out worksheet on the above concepts so learners can underline the definitions or learners could write down the concepts - Teacher to show pictures of the above and engaging learners to discuss, and to evaluate pictures. - Teacher explains what figurines are: any object that one can see and feel. - Give learners samples so learners relate to it e.g. scissor, vase, apple etc. - Teacher hands learners out the grid pages and other methods of drawing pages and explain step by step what must be done e.g.   	- Learners to write in their books the definitions or underline the importance of the lesson content of the bullets the educator explained and after each of the Art elements learners to draw different kinds of shapes, Tone, Line and Texture. - Learners to use the worksheet educator gave them and answer questions on the worksheets given. Learners must paste the worksheet in their activity book. - Learners to collect pictures of different kinds of figures in magazines and paste them in the activity book in the form of a collage. - Learners to draw on the grid lines and exercise the figures the educator handed out. - Learners paste all practical drawings in the activity books or in the drawing books. - These worksheets and drawings are available in the guideline Booklet. - The learners who are not done can complete this at home as a homework activity.

and

and

ASSESSMENT: Strategies (tick ✓)									
Formal task/activity						Informal task/activity			X
Form of assessment					Assessment				
Project		Demonstration	X	Dance		TOOLS		PURPOSE	
Simulation	X	Interview		Drama		Checklist		Baseline	X
Presentation	X	Questionnaire		Drawing	X	Grid	X	Diagnostic	
Test/Exam		Poster /Design		Music/song		Rubric		Formative	
Case study		Poetry/rhyme		Oral question	X	Oral Answer		Summative	
Survey		Assignment		Observation		Observation sheet		METHOD	
Role-play		Research		Construction		Answer sheet		Self- assessment	X
Investigation	X	Performance		Exhibition		Score card		Peer –assessment	
Written work	X	Structured questions		Discussion	X	Memorandum		Group-assessment	
Worksheets	X	Model making		Listening				Teacher- assessment	
Colouring	X	Painting	x						
Resource/ Media (Please specify name & page)									
Textbook	X	Artworks		Musical instruments: (Drum		Other:			
Brochure/ pamphlet		Booklet	X	Flute/whistle/pipes/recorder					
Encyclopaedia		TV/Video &Radio		Guitar					
Worksheet	X	Tablets / Cell phones		Keyboard/piano/organ					
Transparency		Story book(s)/scripts		Marimba					
Computer	X	DVD player & DVDs		Shakers/scrapers)					
Projector	X	Internet		Sheet music/ledger paper/staff paper/manuscript paper					
Interactive White Board		Magazines/ newspapers	X	Music CD's		X			
Crayons / oil pastels / water crayons / colour pencils / paint	X	Real objects							
Paint and paint Brushes		Brochures / Pamphlet							
Canvas/white paper/charts		Pencil							

TEACHER REFLECTION**(General successes/challenges and Intervention)**

HOD's comments**(Input / Monitoring / Support)**

HOD's signature: _____

**CREATIVE ARTS LESSON PLAN**

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School Name: _____

Name of Educator: _____

ARTFORM: Visual Art**GRADE: 7****TERM: 1**

DATE:	WEEK: 3 & 4	DURATION: 60 min
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TOPIC 3 Visual Literacy**CONTENT/CONCEPT/SKILL:**

- Art Elements: use in description of artworks (shape, line, tone, texture, colour)
- Design principles: use in description of artworks: proportion, harmony, rhythm, emphasis, contrast
- Emphasis on learners' personal expression and interpretation
- Communication: Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world: interpret, analyse and recognise symbolic language with reference to groups of figures (e.g. musicians or animals or small objects or still life arrangement etc.)

LANGUAGE ACROSS CURRICULUM
(Definitions, Spelling, Terminology, Vocabulary, Discussions etc.)

Definitions to be given to learners
 Discussions on words learned so learners can associate the pictures with the art products

Key words

Design principles	Balance	Contrast
Colour	Tone	Proportion
Harmony	Rhythm	Emphasis

INCLUSIVITY**(Simplified activities to address learning barriers)**

Learners with barriers will do limited analysing of pictures

TEACHER`S ACTIVITIES	LEARNERS` ACTIVITIES
- Educator explains on the hand of different pictures Design principles: - Proportion: The feeling of unity created when all parts (size, amounts or number) relate well with each other. - Harmony: The quality of how the visual elements are working together in a composition. - Rhythm: It is created when one or more elements of design are used repeatedly to create a feeling of organized movement - Emphasis: It is the part of the design that catches the viewers attention - Contrast: This is used to show differences such as the differences between dark and light - Balance: The need to have all parts of an artwork in the same in weight - Art elements: Colour and Tone will be explained, and educator will lead discussions on the evaluation of art works. - The colour wheel must be in the learners books and learners have to complete worksheets on colour and tone - Still life drawings in pencil: Teacher will let learners continue drawing different figurines through using different tones and lead them to complete a end product that will be used to create the 3 D figurine - Educator to help learners to apply tone on the pictures learners have drawn.	- Learners will analyse and identify Design Principles in pictures that the educator provided them with - The worksheets will be pasted into the learners activity books - Learners will practice how to mix colours through practical tasks and all of these practical tasks will be either in the learners activity books or the drawing books. - Small objects to be drawn in activity books on white paper adding tones and values. - Learners to draw and add colour to the still life arrangements the teacher is aiming to e.g. bowl of fruits, a vase with flowers, a dog, a human being etc
- Educator asks learners to bring along the following - plastic bottles, toilet roles, magazines, newspapers etc.	Learners to collect recyclable materials and bring to school.

ASSESSMENT: Strategies (tick ✓)									
Formal task/activity						Informal task/activity			X
Tools to be used					Assessment				
Project		Demonstration	X	Dance		TOOLS		PURPOSE	
Simulation		Interview		Drama		Checklist		Baseline	
Presentation	X	Questionnaire		Drawing	X	Grid	X	Diagnostic	
Test/Exam		Poster /Design		Music/song	X	Rubric		Formative	
Case study		Poetry/rhyme		Oral question		Oral Answer	X	Summative	
Survey		Assignment		Observation		Observation sheet	X	METHOD	
Role-play		Research	X	Construction		Answer sheet		Self- assessment	X
Investigation	X	Performance		Exhibition		Score card		Peer –assessment	
Written work	X	Structured questions		Discussion	X	Memorandum		Group-assessment	
Worksheets		Model making		Listening	X			Teacher- assessment	
Resource/ Media (Please specify name & page)									
Textbook	X	Artworks	X	Musical instruments: (Drum		Other:			
Computer	X	Booklet	X	Flute/whistle/pipes/recorder					
Interactive White Board		TV/Video &Radio		Guitar					
Tablets	X	Equipment		Keyboard/piano/organ					
Worksheets		Story book(s)/scripts		Marimba					
Transparency	X	DVD player & DVDs		Shakers/scrapers)					
Crayons/oil pastels/water crayons/colour pencils	X	Internet		Sheet music/ledger paper/staff paper/manuscript paper					
Pencils	X	Magazines/ newspapers		Music CD's					
Encyclopaedia		Projector	X						
Paints and Brushes		Brochure / Pamphlet		Drama: Props					

TEACHER REFLECTION**(General successes/challenges and Intervention)**

HOD's comments**(Input / Monitoring / Support)**

HOD's signature: _____

**CREATIVE ARTS LESSON PLAN**

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School Name: _____

Name of Educator: _____

ARTFORM: Visual Art**GRADE: 7****TERM: 1**

DATE:	WEEK: 5 & 6	DURATION: 60 min
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TOPIC 2 Create in 3D**CONTENT/CONCEPT/SKILL:**

- Art elements: shape/form, texture
- Design principles: balance, proportion, emphasis, contrast
- Modelling techniques: pinching, rolling, joining techniques, surface texture

LANGUAGE ACROSS CURRICULUM
(Definitions, Spelling, Terminology, Vocabulary etc.)

Discussions on what proportion is and abstract art

Vocabulary:

3 D products

Pinching rolling

Joining techniques

Surface texture

INCLUSIVITY
(Simplified activities to address learning barriers)

Learners decide on the material to produce the figurine
Simplicity is key for learners with art barriers

If you have learners who are insecure and seem to find working with clay difficult, let them spend more time exploring the use of clay without making the human figure.

Let these learners make joins, and use texture and when they appear to be more confident, encourage them to use these techniques in their figures.

Learners who have tactile defensive and who do not like the feeling of clay on their skin may use plastic gloves to work with the clay.
These learners can also use alternative products like recycled materials to make a figurine with.

TEACHER`S ACTIVITIES	LEARNERS` ACTIVITIES
1. Educator discuss what type of figurines learners will be making referring to weeks 1-4. 2. Discussion on what types of materials could be used in creating a figurine 3. Educator gives samples of 3D figurines that has been made by learners or themselves explaining what learners will be doing for the following two weeks. 4. Educator explains the instruction sheet and how to conduct the process on creating their art work 5. Educator to explain the rubric and tick list so learners will use the tick list as they go along completing their art product and hand them to the learners 6. Educators to provide learners with clay or the recycled materials and glue (glue guns and sticks, wash pegs, ponal glue etc.) 7. Educator do a walk through and assisting learners were help is needed 8. Educator to give comments while walking through and assisting learners so learners will understand where to improve the 3D end product 9. Educator to evaluate each learners end product and discussing with the learner their steps, good practices and where improvement can be done 10. Educator marks each product individually and give constructive feedback	1. Learners do research on what materials they will need to create their 3D product. 2. Learners will do a mind map indicating the materials they need and how to get these materials 3. Discussion on the samples educators showed applying the art elements and design principles 4. Learners to create the 3D figure using the instruction sheets and the tick list on the rubric that the educator provided. 5. Learner to be guided by the educator 6. The Rubric to be pasted in the learners activity books 7. Learners to reflect on their products after the educator discussed their end products they completed 8. Reflection sheet to be pasted in the activity book 9. Learners to fill in the Reflection sheet



11. Educator to take photos of learners work and record marks on the recording tool

12. Teacher to use the formal assessment tool that were set up by the Province, District or PLC group

ASSESSMENT: Strategies (tick ✓)									
Formal task/activity		X	Informal task/activity						
Tools to be used during teaching						Assessment			
Project	X	Demonstration	X	Dance		TOOLS		PURPOSE	
Simulation		Interview		Drama		Checklist	X	Baseline	
Presentation		Questionnaire		Drawing		Grid		Diagnostic	
Test/Exam		Poster /Design		Music/song		Rubric	X	Formative	X
Case study		Poetry/rhyme		Oral question		Oral Answer		Summative	
Survey		Assignment		Observation		Observation sheet		METHOD	
Role-play		Research	X	Construction	X	Answer sheet		Self- assessment	
Investigation		Performance		Exhibition		Score card		Peer –assessment	
Written work	X	Structured questions		Discussion	X	Memorandum		Group-assessment	
Worksheets		Model making		Listening	X	Reflection sheet	X	Teacher- assessment	X
Colouring		Painting				Instruction sheets	X		
Resource/ Media (Please specify name & page)									
Textbook	X	Artworks		Musical instruments: (Drum			Other:		
Brochure/ pamphlet		Booklet		Flute/whistle/pipes/recorder			Glue gun and sticks		
Encyclopaedia		TV/Video &Radio		Guitar			Glue		
Worksheet	X	Equipment		Keyboard/piano/organ			Clothing pegs		
Transparency		Story book(s)/scripts		Marimba			Wire		
Pencils		DVD player & DVDs	X	Shakers/scrapers)			Foil		
Crayons/oil pastels/water crayons/colour pencils		Internet	X	Sheet music/ledger paper/staff paper/manuscript paper					
Paints & Brushes		Magazines/ newspapers	X	Music CD's					
Canvas/white sheets/charts		Projector	X	Cell phones					
Clay	X	Recyclable materials	X	Tablets					
Computer	X	Interactive white board							

TEACHER REFLECTION**(General successes/challenges and Intervention)**

HOD's comments**(Input / Monitoring / Support)**



HOD`s signature: _____



**CREATIVE ARTS LESSON PLAN**

School Name: _____

Name of Educator: _____

ARTFORM: Visual Art**GRADE: 7****TERM: 1**

DATE:	WEEK: 7 & 8	DURATION: 60 min
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TOPIC 3 Visual Literacy**CONTENT/CONCEPT/SKILL:**

- Art Elements: use in description of artworks – shape, line, tone, texture, colour
- Design principles: use in description of artworks – balance, proportion, emphasis and contrast
- Emphasis on learners' personal expression and interpretation of local craft
- Discussion of similarities and differences, respect and understanding of self and community; the arts as heritage
- Communication skills: talking, listening and looking; discuss art, craft, design to engage in moral, ethical and philosophical discussions, to formulate values and to learn respect for the opinions and visual expression of others

LANGUAGE ACROSS CURRICULUM
 (Definitions, Spelling, Terminology, Vocabulary etc.)
Key Words

Warm colours
Analyse
Viewer
Kitsch
Aesthetic
Figurative
Abstract
Proportion
Mood

Communication skills

Talking
Listening
Discussing
Observing

INCLUSIVITY

(Simplified activities to address learning barriers)



TEACHER`S ACTIVITIES	LEARNERS` ACTIVITIES
- Teacher to explain through learner observation on art work what the meaning is of the following words: - Warm colours: Colours that have red or yellow mixed into them - Analyse: to look very carefully at something to try and understand it - Viewer: the person looking at an artwork - Kitsch : something that is cheap, of low quality, overdone and used so often that it is no longer interesting - Aesthetic: beautiful and pleasant to look at - Figurative: representing objects of things as they appear in real life - Abstract: when something is expressed with colour and shape to create an effect rather than to represent real life objects or things - Proportion: the size of a part of an object in relation to the whole object - Mood: the emotions and feelings communicated - Discussion and comparison of different kind of masks using the following questions: - Which art elements can you recognise in the masks? - Why do you think these artists used the materials? - why did these artists not use plastic? - How would these masks change if they were made from plastic? - Which of the masks have smooth textures? - Which one of the masks is extravagant? - Which mask is abstract? - Which mask has a focus area? - What colours were used in the masks? - Is all the masks in proportion and if not why do you think it is not? - How does the masks make you feel? - Worksheets to be handed to learners to complete on the above discussions and analysing the masks the educator gave them	- Learners to write down the meanings of the key words the educator discussed with them. - Learners to observe and discuss art work the teacher gave to compare - The worksheets to be completed by learners and placed in the learner activity book - Learners to do research on a mask and present it to the class. - The research work need to be pasted into the learner activity book. - Learners to do a pre drawing of how they would like to make their masks. - Learners to indicate what materials will be used and how to execute the mask

ASSESSMENT: Strategies (tick ✓)									
Formal task/activity		X	Informal task/activity						
Tools to be used					Assessment				
Project	X	Demonstration		Dance		TOOLS		PURPOSE	
Simulation		Interview		Drama		Checklist		Baseline	
Presentation	X	Questionnaire		Drawing		Grid		Diagnostic	
Test/Exam		Poster /Design		Music/song	X	Rubric		Formative	
Case study		Poetry/rhyme		Oral question		Oral Answer	X	Summative	
Survey		Assignment	X	Observation		Observation sheet	X	METHOD	
Role-play		Research	X	Construction		Answer sheet		Self- assessment	
Investigation		Performance		Exhibition		Score card		Peer –assessment	
Written work		Structured questions		Discussion	X	Memorandum		Group-assessment	
Worksheets		Model making		Listening	X			Teacher- assessment	
Colouring		Painting							
Resource/ Media (Please specify name & page)									
Textbook		Artworks	X	Musical instruments: (Drum		Other:			
Brochure/ pamphlet		Booklet		Flute/whistle/pipes/recorder		Monochromatic colours			
Encyclopaedia		TV/Video &Radio		Guitar		Cardboard			
Worksheet		Equipment	X	Keyboard/piano/organ		Glue			
Transparency		Story book(s)/scripts		Marimba		Scissor			
Pencils	X	DVD player & DVDs		Shakers/scrapers)		Rubber			
Crayons/oil pastels/water crayons/colour pencils	X	Internet	X	Sheet music/ledger paper/staff paper/manuscript paper		Beads			
Paints & Brushes	X	Magazines/ newspapers		Music CD's		Rope			
Canvas/white sheets/charts	X	Projector	X			Ribbon			
Computer	X	Interactive white board							

TEACHER REFLECTION**(General successes/challenges and Intervention)**

HOD's comments**(Input / Monitoring / Support)**

HOD's signature: _____



CREATIVE ARTS LESSON PLAN

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School Name: _____

Name of Educator: _____

ARTFORM: Visual Art

GRADE: 7

TERM: 1

DATE:	WEEK: 9 & 10	DURATION: 60 min
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TOPIC: Create in 3 D

CONTENT/CONCEPT/SKILL:

- Art elements: shape, line, tone, texture, monochromatic colour
- Design principles: proportion, emphasis, contrast
- Good craftsmanship: pasting, wrapping, tying, constructing, joining
- Concern for the environment: use of recyclable materials
- Sharing resources

LANGUAGE ACROSS CURRICULUM (Definitions, Spelling, Terminology, Vocabulary etc.)

Key words

Monochromatic colours

Monochromatic materials

Evaluate

Critical

Deadline

Experiment

Craftsmanship

INCLUSIVITY (Simplified activities to address learning barriers)

Teacher to support learners with techniques and support through the processes by letting learners experiment with the techniques before they start working on their mask.

Encourage the learners who are hesitant to use simple techniques

Offer additional support to learners and ask their peers to assist the learners with difficulties

TEACHER`S ACTIVITIES	LEARNERS` ACTIVITIES
1. Ask learners to bring recyclable materials from home but in a monochromatic colour with different tones and shade • The material can include things like cardboard, string, wool, beads, corks, pegs, interesting pieces of wood etc. 2. Discuss and refer to the previous literacy lesson on how masks looked like and ask if they were making their own mask what do they want to see in their masks and why? 3. Let learners give suggestions and encourage the learners to tell you how they would exaggerate or emphasise some parts of their masks to demonstrate their points. 4. Demonstrate the ways in which the materials that the learners collected could be used. 5. Show them how to twist some materials and how to wrap, layer and fray others. 6. Show the learners appropriate ways to glue their materials together, talk about the value of good craftsmanship. 7. Encourage learners to share materials so that they learn to think about others in their groups. 8. Make sure learners use the language that were taught to hem in the Key words so this will encourage them to understand the words in context. 9. After learners have completed their masks let learners in groups stand in front of the class and let the rest of the class discuss the masks one by one. Teacher makes sure to encourage the learners to listen carefully in the opinions of others. 10. Learners to fill in a self-assessment grid on the techniques etc. you developed for the learners	1. Learners to create a masks using recyclable materials using monochrome colour schemes 2. Learners chooses any mask he/she would like to create after 3. Cardstock is going to be the best material to use for your paper mask, but you can also use heavy cardboard or even a sturdy paper plate. 4. Choose any colour you'd like and decide what shape you want 5. Draw the outline 6. Form the mask 7. Decorate mask 8. Fill in the reflection sheet

ASSESSMENT: Strategies (tick ✓)									
Formal task/activity			Informal task/activity				X		
						Assessment			
Project		Demonstration		Dance		TOOLS		PURPOSE	
Simulation		Interview		Drama		Checklist		Baseline	
Presentation		Questionnaire		Drawing		Grid		Diagnostic	
Test/Exam		Poster /Design		Music/song		Rubric		Formative	
Case study		Poetry/rhyme		Oral question		Oral Answer		Summative	
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Investigation		Performance		Exhibition		Score card		Peer –assessment	
Written work		Structured questions		Discussion		Memorandum		Group-assessment	
Worksheets		Model making		Listening				Teacher- assessment	
Colouring		Painting							
Resource/ Media (Please specify name & page)									
Textbook	X	Artworks		Musical instruments: (Drum			Other:		
Brochure/ pamphlet		Booklet	X	Flute/whistle/pipes/recorder					
Encyclopaedia		TV/Video &Radio		Guitar					
Worksheet	X	Tablets / Cell phones		Keyboard/piano/organ					
Transparency		Story book(s)/scripts		Marimba					
Computer	X	DVD player & DVDs		Shakers/scrapers)					
Projector	X	Internet		Sheet music/ledger paper/staff paper/manuscript paper					
Interactive White Board		Magazines/ newspapers	X	Music CD's		X			
Crayons / oil pastels / water crayons / colour pencils / paint	X	Real objects							
Paint and paint Brushes		Brochures / Pamphlet							
Canvas/white paper/charts		Pencil							

TEACHER REFLECTION**(General successes/challenges and Intervention)**

HOD's comments**(Input / Monitoring / Support)**

HOD's signature: _____