



CREATIVE ARTS LESSON PLAN

School Name: _____

Name of Educator: _____

ARTFORM: Visual Arts

GRADE: 9

TERM: 1

DATE:	WEEK: 1 & 2	DURATION:
-------	-------------	-----------

TOPIC: Topic 2- Create in 2D

CONTENT/ CONCEPT/ SKILL:

- Art Elements: use in description of artworks - shape, line, tone, texture, colour, etc.
- Design principles: use in description of artworks - balance, proportion, emphasis and contrast
- Personal meaning and recognition of images expressed in words: express, identify/name, question and reflect through looking, listening and talking about **portraits**.
- Expression of abstract qualities as conveyed in portraits to emphasise meaning.

LANGUAGE ACROSS CURRICULUM (Definitions, Spelling, Terminology, Vocabulary etc.) - Glossary box - Explanation of concepts - Definitions of key concepts - Examples of artworks (paintings & drawings) <u>KEYWORDS:</u> SYMMETRY PROPORTION SIMPLIFICATION OBSERVATION COLOUR-MIXING	INCLUSIVITY (Simplified activities to address learning barriers) Linear drawing for learners who are having barriers to learning except if child excels in art.
<p style="text-align: center;">TEACHER`S ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Initiate and facilitate discussion about the elements and principles that they`ve studied last year. - Look at a selection of material from popular culture that includes portraits in visual arts and in popular culture (photographs, adverts, etc) - Show the learners more examples of various types of portraiture while discussing use of elements and principles - Facilitate and assist learners in thinking compiling their ideas and drawings	LEARNERS` ACTIVITIES - Learners collect photographs from magazines and newspapers and explore the variety of elements, principles and techniques in the photos. - Learners draw a portrait using the photographs and identify the different elements, principles and techniques. - Observe facial features and apply symmetry in placing each feature correctly on either side of the face - Sit opposite the learner you are paired with, observe and draw their face placing the techniques learned to create symmetry.

ASSESSMENT: Strategies (tick ✓)

Formal task/activity			Informal task/activity				✓		
Form of assessment						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	
Survey		Assignment		Observation		Observation sheet		METHOD	
Role-play		Research		Construction		Answer sheet		Self- assessment	✓
Investigation		Performance		Exhibition		Score card		Peer –assessment	
Written work		Structured questions		Discussion		Memorandum		Group-assessment	
Worksheets		Model making		Listening				Teacher- assessment	
Resource/ Media (Please specify name & page)									
Textbook		Artworks		Musical instruments: (Drum			Other:		
Brochure/ pamphlet		Booklet		Flute/whistle/pipes/recorder					
Encyclopaedia		TV/Video &Radio		Guitar					
Worksheet		Equipment		Keyboard/piano/organ					
Transparency		Story book(s)/scripts		Marimba					
Pencils		DVD player & DVDs		Shakers/scrapers)					
Crayons/oil pastels/water crayons/colour pencils		Internet		Sheet music/ledger paper/staff paper/manuscript paper					
Paints & Brushes		Magazines/ newspapers	✓	Music CD's					
Canvas/white sheets/charts		Projector							

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 Arts

GRADE: 9

TERM: 1

DATE:	WEEK: 3 & 4	DURATION:
--------------	------------------------	------------------

TOPIC: Topic 1-Visual Literacy

CONTENT/ CONCEPT/ SKILL:

- Art Elements: use in description of artworks - shape, line, tone, texture, colour, etc.
- Design principles: use in description of artworks - balance, proportion, emphasis and contrast
- Personal meaning and recognition of images expressed in words: express, identify/name, question and reflect through looking, listening and talking about **portraits**.
- Expression of abstract qualities as conveyed in portraits to emphasise meaning.

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

- Glossary box
- Explanation of concepts
- Definitions of key concepts
- Examples of artworks
(eg, Matisse, *Green Stripe*, 1905.)

KEYWORDS:

SYMMETRY
PROPORTION
SIMPLIFICATION
OBSERVATION
COLOUR-MIXING

INCLUSIVITY
(Simplified activities to address learning barriers)

- Pair fast learners with learners with barriers to learning

TEACHER`S ACTIVITIES

- Initiate and facilitate discussion about the elements and principles that they've studied last year.
- Look at a selection of material from popular culture that includes portraits in visual arts and in popular culture (photographs, adverts, etc)
- Show the learners more examples of various types of portraiture while discussing use of elements and principles
- Facilitate and assist learners in how to write about portraiture whilst observing

LEARNERS` ACTIVITIES

- Learners collect photographs from magazines and newspapers and explore the variety of elements, principles and techniques in the photos.
- Learners discuss a portrait using the photographs and paintings and identify the different elements, principles and techniques.
- Write down the elements, principles and techniques they could identify in their own artwork and discuss it.
- Write down the elements, principles and techniques they could identify in examples given by educator.

ASSESSMENT: Strategies (tick ✓)

Formal task/activity			Informal task/activity						
Form of assessment						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	
Survey		Assignment		Observation		Observation sheet		METHOD	
Role-play		Research		Construction		Answer sheet	✓	Self- assessment	
Investigation		Performance		Exhibition		Score card		Peer –assessment	
Written work	✓	Structured questions		Discussion		Memorandum		Group-assessment	
Worksheets		Model making		Listening				Teacher- assessment	
Resource/ Media (Please specify name & page)									
Textbook	✓	Artworks		Musical instruments: (Drum			Other:		
Brochure/ pamphlet		Booklet		Flute/whistle/pipes/recorder					
Encyclopaedia		TV/Video &Radio		Guitar					
Worksheet	✓	Equipment		Keyboard/piano/organ					
Transparency		Story book(s)/scripts		Marimba					
Pencils		DVD player & DVDs		Shakers/scrapers)					
Crayons/oil pastels/water crayons/colour pencils		Internet		Sheet music/ledger paper/staff paper/manuscript paper					
Paints & Brushes		Magazines/ newspapers		Music CD's					
Canvas/white sheets/charts		Projector							

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 Arts

GRADE: 9

TERM: 1

DATE:	WEEK: 5 & 6	DURATION:
--------------	------------------------	------------------

TOPIC: Topic 1- Create in 2D

CONTENT/ CONCEPT/ SKILL:

- The learners need to identify resources to make recyclable artwork and modelling (clay) objects as prior knowledge from last year.
- Observe, discuss and apply elements and design principles related to 3D project making
- Use learnt information on portraiture and apply it to creating own artwork.
- Learners draw a portrait using the photographs and identify the different elements, principles and techniques.
- Write down the elements, principles and techniques they could identify in their own artwork and discuss it.

LANGUAGE ACROSS CURRICULUM (Definitions, Spelling, Terminology, Vocabulary etc.) • Glossary box • Explanation of concepts • Definitions of key concepts • Examples of portraits (eg, Matisse, <i>Green Stripe</i>, 1905.)	INCLUSIVITY (Simplified activities to address learning barriers) • Pair fast learners with learners with barriers to learning
TEACHER`S ACTIVITIES	LEARNERS` ACTIVITIES

- Look at a selection of material from popular culture that includes portraits in visual arts and in popular culture (photographs, adverts, etc)
- Show the learners more examples of various types of portraiture while discussing use of elements and principles
- Facilitate and assist learners in drawing portraits whilst observing each facial feature and placing it correctly.

- Learners draw a portrait using the photographs and identify the different elements, principles and techniques.
- Observe facial features and apply symmetry in placing each feature correctly on either side of the face.
- Sit opposite the learner you are paired with, observe and draw their face placing the techniques learned to create symmetry

ASSESSMENT: Strategies (tick ✓)

Formal task/activity			Informal task/activity				✓		
Form of assessment						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	
Survey		Assignment		Observation		Observation sheet		METHOD	
Role-play		Research		Construction		Answer sheet		Self- assessment	
Investigation		Performance		Exhibition		Score card		Peer –assessment	
Written work		Structured questions		Discussion		Memorandum		Group-assessment	✓
Worksheets		Model making		Listening				Teacher- assessment	
Resource/ Media (Please specify name & page)									
Textbook		Artworks		Musical instruments: (Drum			Other:		
Brochure/ pamphlet		Booklet		Flute/whistle/pipes/recorder					
Encyclopaedia		TV/Video &Radio		Guitar					
Worksheet		Equipment		Keyboard/piano/organ					
Transparency		Story book(s)/scripts		Marimba					
Pencils	✓	DVD player & DVDs		Shakers/scrapers)					
Crayons/oil pastels/water crayons/colour pencils	✓	Internet		Sheet music/ledger paper/staff paper/manuscript paper					
Paints & Brushes		Magazines/ newspapers		Music CD's					
Canvas/white sheets/charts		Projector							

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 Arts

GRADE: 9

TERM: 1

DATE:	WEEK: 7, 8, 9 & 10	DURATION:
TOPIC: Topic 3- Visual Literacy Project making, Research, Presentation		
CONTENT/ CONCEPT/ SKILL: • Art elements: shape/form, texture: conscious application in own work as well as other artists' artworks. • Design principles: balance, proportion, emphasis, contrast • Spatial awareness: conscious experience of working with shapes in the modelling process • Good craftsmanship, exploratory and known techniques • Class presentations about the role of the artist in global society (could be group work) • Emphasis on the learner's personal expression and interpretation		

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

- Glossary box
- Explanation of concepts
- Definitions of key concepts
- Examples of artists & artworks
(e.g. Wille Bester, *Homage to Steve Biko*. 1992)

KEYWORDS:

VISUAL ANALYSIS
CONTRIBUTOR
TECHNIQUE
SOCIAL
COMMENTATOR

INCLUSIVITY
(Simplified activities to address learning barriers)

- Some learners find public speaking very difficult. Have them by paring them with supportive classmates and reminding them to practice their speech well.

TEACHER`S ACTIVITIES

- Teacher to facilitate presentations by learners as they put together and prepare their presentations.
- Allow learner to think critically and look at various ways of presenting their research.
- These facts and information will help the teacher to mark this task:
The role of the artist in the global society, looking at these three subheadings: 1. Role of artist as contributor, 2. Role of artist as an observer, and 3. Role of artist as a social commentator

LEARNERS` ACTIVITIES

- Class presentations about the role of the artist/ potter in global society (could be group work)
- Emphasis on the learner's personal expression and interpretation
- After understanding the earthenware medium, they have to research a potter from global visual world.
- Learners begin to see artists and their work in content.

- Use the rubric to assess the presentations done by the learners using a rubric.

- They learn that the visual literacy they practice in class can be applied to every aspect of their world.
- They should respect the ideas of others and see art as part of own heritage.
- Develop research skills: find out about a potter using resources e.g. textbooks, magazines and newspapers and even the community.
- Prepare and deliver a class presentation about the chosen artist.
- Understand the role of the artist as contributor, observer and social commentator in the wider society
- Express own opinion using correct art terms.

ASSESSMENT: Strategies (tick ✓)

Formal task/activity		✓	Informal task/activity						
Form of assessment						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	✓
Survey		Assignment		Observation		Observation sheet		METHOD	
Role-play		Research	✓	Construction		Answer sheet		Self- assessment	
Investigation		Performance		Exhibition		Score card		Peer –assessment	
Written work		Structured questions		Discussion	✓	Memorandum		Group-assessment	
Worksheets		Model making		Listening	✓			Teacher- assessment	✓
Resource/ Media (Please specify name & page)									
Textbook		Artworks		Musical instruments: (Drum			Other:		
Brochure/ pamphlet	✓	Booklet		Flute/whistle/pipes/recorder					
Encyclopaedia		TV/Video &Radio		Guitar					
Worksheet		Equipment		Keyboard/piano/organ					
Transparency		Story book(s)/scripts		Marimba					
Pencils		DVD player & DVDs		Shakers/scrapers)					
Crayons/oil pastels/water crayons/colour pencils		Internet	✓	Sheet music/ledger paper/staff paper/manuscript paper					
Paints & Brushes		Magazines/ newspapers	✓	Music CD's					
Canvas/white sheets/charts		Projector							

TEACHER REFLECTION

(General successes/challenges and Intervention)

HOD’s comments

(Input / Monitoring / Support)

HOD`s signature: _____