

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT

(MINISTRY OF EDUCATION)



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

SEPTEMBER, 2020













MINISTRY OF EDUCATION
REPUBLIC OF GHANA

BASIC 7

STRAND I: DESIGN

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES	
B7 I.1.1 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.	B7 I.1.1.1 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.	Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL) CC9.1: Demonstrate behaviour and skills of working towards group goals CP5.1: Ability to combine Information and ideas from several sources to reach a conclusion CI5.5: Ability to try new alternatives and different approaches DL6.1: Use digital tools to create novel things	
	Exemplar		
	1. Research to determine and record the meaning, importance 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 design in nature has influenced manmade designs to benefit society for appreciation and discussion.		
	 <i>Beak of kingfisher bird inspired Shinkansen Bullet Train – Japan</i>	 <i>Design inspired by the palm</i>	 <i>Colourful bird</i>
	Source: Pinterest.com		

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7 I.1.1 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.</p>	<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>CC9.1: Demonstrate behaviour and skills of working towards group goals CP5.1: Ability to combine Information and ideas from several sources to reach a conclusion CI5.5: Ability to try new alternatives and different approaches DL6.1: Use digital tools to create novel things</p>
	<p>B7 I.1.1.2 Research to identify and record what constitutes the ‘elements of design’ in nature and as building blocks for creative expression of design ideas.</p>	
	<p>Exemplar</p> <p>1. 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; align-items: flex-start;"> <div style="text-align: center;"> <p>Natural Elements</p>  <p>Line</p>  <p>Dot</p>  <p>Texture</p> </div> <div style="text-align: center;"> <p>Man-Made Elements</p>  <p>Lines</p>  <p>Form</p>  <p>Texture</p> </div> </div> <p>Source: Pinterest.com</p>	<p>CC7.5: Identify and analyse different points of views of speaker CP5.1: Ability to combine Information and ideas from several sources to reach a conclusion CI6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used DL5.6: Preparedness to make better decisions using available information</p>

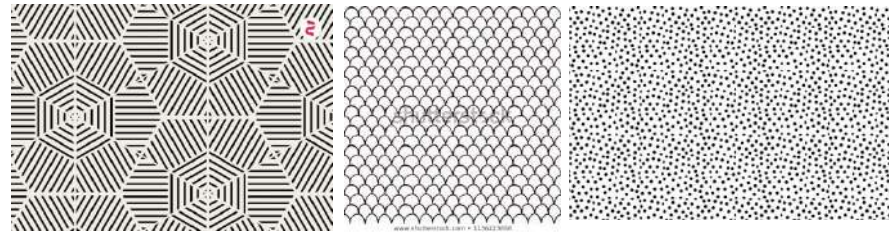
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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B7 1.1.1
Demonstrate understanding of design as a concept in relation to the elements (dots, lines, and shapes) and principles (balance, rhythm, repetition) of design and as a medium for creative expression of design in nature and the manmade environment.



2. Explore the natural and manmade environments to identify and document examples of *elements of design* for reflection and discussion.

3. Reflect on knowledge gained from discussions to create patterns that reflect selected *elements of design* using available manual and digital tools, materials and techniques for display and sharing.

Examples: *patterns of lines and shapes; concentric circles; different sizes of dots.*



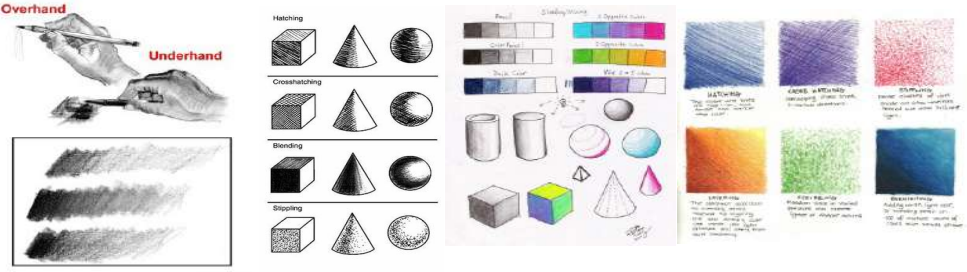
Source: Google.com

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7 1.1.1 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.</p>	<p>B7 1.1.1.3 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.</p>	
	<p>Exemplar</p> <p>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.</p> <p style="text-align: center;">Examples: <i>balance, rhythm, repetition</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p style="text-align: center;"><i>Natural designs Zimbabwe</i></p> <p style="text-align: center;"><i>Manmade design</i></p> </div> <p style="text-align: center;">Source: Pinterest.com</p>	<p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP6.5: Ability to select alternative(s) that adequately meet selected criteria</p> <p>CI6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used</p> <p>DL5.6: Preparedness to make better decisions using available information</p>
	<p>2. Identify, describe and record examples of <i>principles of design</i> in nature and the manmade environment for appreciation and discussion.</p>	
<p>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.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p style="text-align: right;">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
B7 1.2.1. Design Demonstrate understanding and use of (outline drawing, shading, colouring) and modelling media and techniques for creative expression of design ideas.	B7 1.2.1.1 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 (CC) , Critical Thinking and Problem Solving (CP) , Creativity and Innovation (CI) , Digital Literacy (DL) , Personal Development and Leadership (PL) , Cultural Identity and Global Citizenship (CG)
	Exemplar 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 style="text-align: center;">  </p> <p style="text-align: center;"><i>Tools</i></p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7 1.2.1. Design Demonstrate understanding and use of (outline drawing, shading, colouring) and modelling media and techniques for creative expression of design ideas.</p>	<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 style="text-align: center;">Shading and colouring techniques 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>CP 5.1: Ability to combine Information and ideas from several sources to reach a conclusion DL5.5: Evaluate the quality and validity of information CI5.2: Ability to merge simple/ complex ideas to create novel situation or thing PL5.4: Ability to understand one's personality trait CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech CG5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms CP 5.7: Provide new insight into controversial situation or task</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7 1.2.1. <i>Design</i> Demonstrate understanding and use of (outline drawing, shading, colouring) and modelling media and techniques for creative expression of design ideas.</p>	<p>B7 1.2.1.2 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.</p>	
	<p>Exemplar</p> <p>1. Explore available digital tools, materials and techniques to determine and document their suitability for drawing, shading and colouring for appreciation and reflection.</p> <div data-bbox="607 579 1541 767" data-label="Image"> </div> <p style="text-align: center;">Di</p>	<p>CP 5.1: Ability to combine Information and ideas from several sources to reach a conclusion DL5.1: Ability to ascertain when information is needed and be able to identify, PL5.5: Desire to accept one's true self and overcome weaknesses</p>
	<p>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.</p> <p>Refer to: YouTube videos: Start drawing Part 2-6: <i>Drawing Shapes; Understanding Eye Level; etc.</i></p>	
<p>3. Exhibit own portfolio of freehand and outline drawings and colour work to share design ideas for appreciation, appraising and feedback.</p>		

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7 1.2.1. <i>Design</i> Demonstrate understanding and use of (outline drawing, shading, colouring) and modelling media and techniques for creative expression of design ideas.	B7 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display.	
	Exemplar	
	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.	CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation DL6.3: Use digital tools to create novel things CI 6.9: 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.		

STRAND I: DESIGN

SUB-STRAND: 1.3.: CREATIVITY, INNOVATION AND THE DESIGN PROCESS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7 1.3.1 Design 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.	B7 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society.	Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL
	Exemplar	CI 6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used CP 5.1: Ability to combine Information and ideas from several sources to reach a conclusion DL5.1: 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>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.	
	B7 1.3.1.2 Demonstrate understanding of the <i>design process</i> in relation to creativity and innovations in design.	
	Exemplar	CP 6.5: Ability to select alternative(s) that adequately meet selected criteria CI 5.5: Ability to try new alternatives and different approaches DL5.6: Preparedness to make better decisions using available information
	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
B7 1.3.1 Design 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.	B7 1.3.1.3 Demonstrate ability to apply the <i>design process</i> to create artefacts that solve specific problems in the local community.	
	Exemplar	CP 6.5: Ability to select alternative(s) that adequately meet selected criteria CI 6.3: Ability to select the most effective creative tools for work, and give reasons for the choice DL6.3: 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.		

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7. 2.1.1 Visual Arts:	B7 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	Communication and Collaboration (CC) , Critical Thinking and Problem Solving (CP) , Creativity and Innovation (CI) , Digital Literacy (DL)

<p>Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling</p>	<p>Exemplars</p> <ol style="list-style-type: none"> 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, 2. Test and classify tools, materials and techniques for still-life drawing and shading, pattern making and modelling according to their nature and use. 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, 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. 	<p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP5.2: Analyse and make distinct judgement about viewpoints expressed in an argument</p> <p>CI5.1: Examine alternatives in creating new things.</p> <p>DL5.3: Ability to find and utilise digital content</p>
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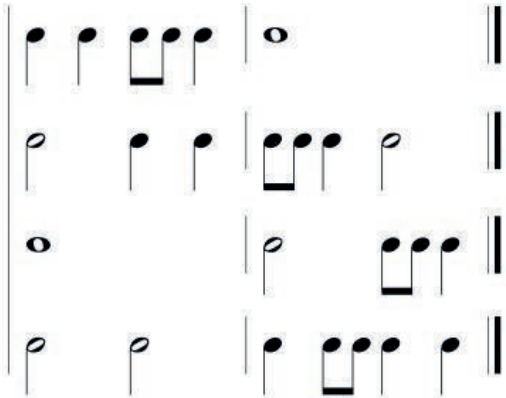
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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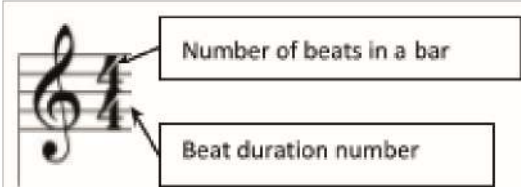
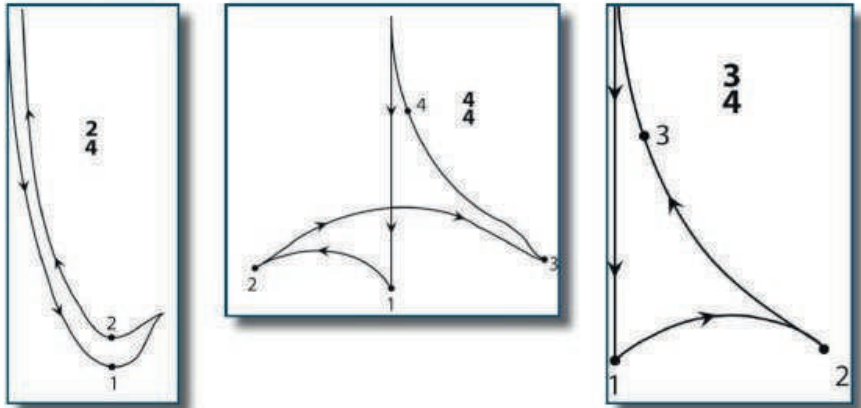
B7. 2.1.1 (CONTINUED) Visual Arts: Demonstrate understanding of relevant Visual Arts media and techniques and their application to still-life drawing, shading, pattern making and modelling	5. Apply knowledge and skills in cleaning-up, maintaining and storing of tools, materials and equipment in a sustainable manner. Example: wash and clean brushes, pencils, etc., after use and apply oil on metallic tools to avoid rusting.	
	B7 2.1.1.2 Apply techniques of still-life drawing and shading to make own visual artworks	
	Exemplars 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.”	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
	B7 2.1.1.3 Experiment by using the techniques to test and prepare clay, pulp paper (papier-mâché) for modelling	

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7. 2.1.2. Performing Arts - Music: Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music</p>	<p>B7 2.1.2.5 Sing in pitch the diatonic major scale when playing the John Curwen’s <i>Hand Sign Game</i> by <i>Lahing</i> or using solfege</p>	<p>Communication and Collaboration (CC), Personal Development and Leadership (PL), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI)</p>
	<p>Exemplars</p> <ol style="list-style-type: none"> Sing in pitch one octave ascending and descending from <i>doh</i> and/or any other scale degree. <div data-bbox="600 647 1184 874" data-label="Image"> </div> <ol style="list-style-type: none"> 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). <div data-bbox="613 970 1451 1150" data-label="Complex-Block"> <p>Greek Alphabet C D E F G A B C Solfege doh rah me fah soh lah te doh</p> </div>	<p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CC9.6: Ability to work with all group members to complete a task successfully</p> <p>PL6.1: Ability to serve group members effectively.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group.</p>

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7. 2.1.2 (CONTINUED) Performing Arts - Music: Demonstrate understanding and apply scale, note durational values and simple time beat patterns in music</p>	<p>B7 2.1.2.7 Conduct songs in simple duple, triple and quadruple time</p> <p>Exemplars</p> <p>1. Explain the concept of time signature in simple time in music.</p>  <p>Conducting Patterns:</p>  <p>1. Strong 2. Weak 1. Strong 2. Weak 3. Medium 4. Weak 1. Strong 2. Weak 3. Weak</p> <p>2. Rehearse and conduct a group by using simple time beat patterns and use peer- and self-evaluation to review work.</p>	<p>CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CC9.6: Ability to work with all group members to complete a task successfully</p> <p>CP 6.3: Identify important and appropriate alternatives</p> <p>CI 5.5: Ability to try new alternatives and different approaches</p> <p>CI 6.4: Imagining and seeing things in a different way.</p> <p>PL6.1: Ability to serve group members effectively</p>

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

	<p>Exemplars</p> <ol style="list-style-type: none"> 1. Identify and explain the basic parts of the performance space, body profiles and positions. 2. Mimicking and characterisation of different postures and make facial expressions of characters in the performance space. 3. Demonstrate low/medium/high levels of indigenous genre dance movements. 4. Demonstrate flexibility in body movements in the performance space and use peer- and self-evaluation. 	<p>CP 5.6: Demonstrate a thorough understanding of generalised concept and facts specific to a task or situation.</p> <p>CC 7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CI 6.1: Exhibit strong memory, intuitive thinking and respond appropriately</p> <p>CI 6.6: Being open-minded, adapting and modifying ideas to achieve creative results.</p> <p>CI 6.10: 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
<p>B7. 2.2.1 Visual Arts: 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</p>	<p>B7. 2.2.1.1. Design and produce own visual artworks that reflect the history and culture of the people of the local community</p>	<p>Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Personal Development and Leadership (PL), Cultural Identity and Global Citizenship (CG), Digital Literacy (DL)</p>
	<p>Exemplars</p> <ol style="list-style-type: none"> 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., 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. 	<p>CP5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem</p> <p>CI6.3: Ability to select the most effective creative tools for work, and give reasons for the choice</p> <p>PL5.6: Ability to set and maintain personal standards and values</p> <p>CG5.2: Develop and exhibit ability to defend one’s cultural beliefs, practices and norms</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7. 2.2.1 (CONTINUED) Visual Arts: 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	B7. 2.2.1.2. Plan a display of own and others' artworks that reflect the history and culture of the people in the community	
	Exemplars <ol style="list-style-type: none"> 1. Demonstrate understanding and skill in keeping portfolio of artworks. 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. 3. Reflect and use comments to refine own and others' artworks and the exhibition. 	<p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>CP5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group</p> <p>CG5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms.</p>
	B7. 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	

	<p>Exemplars</p> <ol style="list-style-type: none"> 1. Prepare criteria to appreciate and appraise own and others' artworks using relevant art vocabulary and write report on own aesthetic experience. <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"> 2. Reflect and share aesthetic experience for future refinement and modification. <p>Example: pair work, small group work, group presentations, written evaluation in a personal journal, one on one discussion with teacher.</p>	<p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives.</p> <p>PL6.7: 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>CG5.2: 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
<p>B7. 2.2.2</p> <p>Performing Arts - Music:</p> <p>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</p>	<p>B7. 2.2.2.4. Create and produce own musical art works that reflect the history and culture of the people of the community</p>	<p>Critical thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL), Personal Development and Leadership (PL), Communication and Collaboration (CC), Cultural Identity and Global Citizenship (CG)</p>
	<p>Exemplars</p> <ol style="list-style-type: none"> 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 Exemplar 1 by identifying and allocating time to the various aspects - singing, drumming, dancing, costume, venue, etc. 	<p>CI 6.3: Ability to select the most effective creative tools for work, and give reasons for the choice</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion</p> <p>CI 5.4: Ability to visualise alternatives, see possibilities, and identify problems and challenges</p> <p>PL6.2: Division of tasks into solvable units and assigning group members to task units</p>
	<p>B7. 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</p>	

	<p>Exemplar</p> <p>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 in B7. 2.2.2.4. Exemplar 1.</p>	<p>PL5.2: Demonstrate a sense of belongingness to a group</p> <p>PL6.1: Ability to serve group members effectively</p> <p>CG5.4: Develop and exhibit a sense of cultural identity</p> <p>PL6.2: 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
<p>B7. 2.2.2 (CONTINUED) Performing Arts - Music: 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</p>	<p>B7. 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</p> <p>Exemplars</p> <ol style="list-style-type: none"> 1. Conduct an enquiry by playing the recorded video clip from B7. 2.2.2.4 <p>Exemplar 1 to a group of people (including learners, staff and parents) to collect data and write an aesthetic appreciation report.</p> <ol style="list-style-type: none"> 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. 	<p>CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument</p> <p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC9.5: Appreciate the importance of including all team members in discussions and actively encourage contributions from them</p> <p>DL5.3: Ability to find and utilise digital content</p>
<p>B7. 2.2.3 Dance and Drama: Demonstrate the ability to use concepts of</p>	<p>B7.2.2.3.7 Design and produce own artworks in dance and drama that reflect the history and culture of the people in the community</p>	<p>Creativity and Innovation (CI), Cultural Identity and Global Citizenship (CG), Critical Thinking and Problem Solving (CP), Communication and Collaboration (CC)</p>

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

STRAND 2: CREATIVE ARTS

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7. 2.3.1 Visual Arts: 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	B7. 2.3.1.1. Narrate own views of the history, culture, environment and topical issues in the community	Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Personal Development and Leadership (PL), Digital Literacy (DL), Cultural Identity and Global Citizenship (CG)
	Exemplars <ol style="list-style-type: none"> 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. Examples: chieftaincy, landmarks, artists and artworks, events, festivals, tourist sites (natural and man-made). 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. 3. Review and reflect on presentations to build consensus on the history, culture, environment and topical issues in the community. 	CC9.1: Demonstrate behaviour and skills of working towards group goals. CP 6.5: Ability to select alternative(s) that adequately meet selected criteria. DL6.5: Recognition of societal issues emanating from the use of digital technologies. CG5.1: Show a strong sense of belongingness to one's culture. PL5.4: Ability to understand one's personality traits.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B7. 2.3.1 (CONTINUED) Visual Arts: 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>B7. 2.3.1.2. Identify visual artworks that reflect the history, culture, environment and topical issues in the community</p> <p>Exemplars</p> <ol style="list-style-type: none"> 1. 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. 2. 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). 3. 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. 	<p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CP 6.4: Ability to identify important and appropriate criteria and use them to evaluate available alternatives</p> <p>CG5.4: Develop and exhibit a sense of cultural identity</p> <p>PL6.2: Division of tasks into solvable units and assigning group members to task units</p> <p>DL6.5: Recognition of societal issues emanating from the use of digital technologies</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B7. 2.3.2. Performing Arts - Music: 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	B7. 2.3.2.3. Identify indigenous and art musicians in the community whose works reflect the history, culture, environment and topical issues	Communication and Collaboration (CC) , Critical Thinking and Problem Solving (CP) , Personal Development and Leadership (PL) , Cultural Identity and Global Citizenship (CG)
	Exemplars 1. Select one indigenous or popular musician and assess their contribution to the society. Examples: Agya Koo Nimo, Afia Aabaasa, Kakraba Lobi, Kojo Nuatro, E. T. Mensah, Kojo Antwi, Amakye Dede, Gyedu-Blay Ambolley 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.	CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion CG5.3: Develop and express respect, recognition and appreciation of others' cultures CG5.1: Show a strong sense of belongingness to one's culture
	B7. 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.	



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


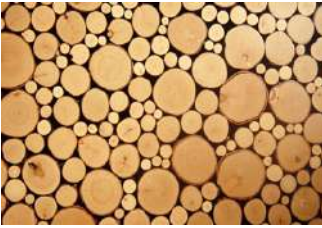
BASIC 8

STRAND I: DESIGN

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8 I.1.1 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.	B8 I.1.1.1 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.	Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL)
	Exemplar	
	<p>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</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>A colourful bird</p> </div> <div style="text-align: center;">  <p>A textured wall</p> </div> </div> <p style="text-align: center;">Source: Pinterest.com</p>	<p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP6.5: Ability to select alternative(s) that adequately meet selected criteria</p> <p>CI6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used</p> <p>DL5.6: Preparedness to make better decisions using available information</p>
<p>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.</p>		

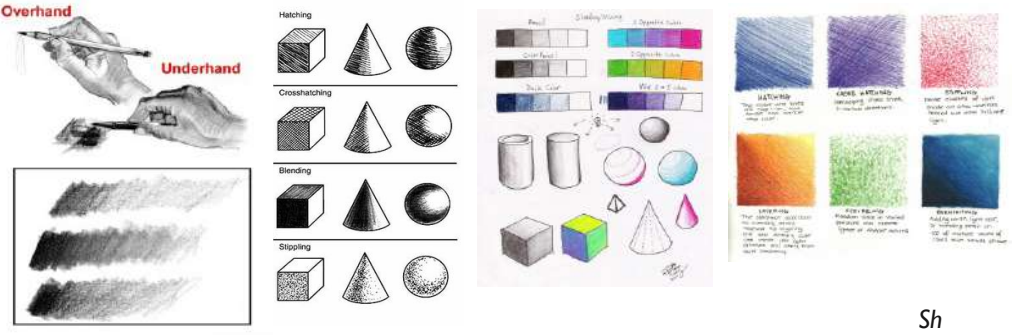
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8 1.1.1 Demonstrate understanding of design as a concept in relation to the elements (texture and colour) and principles (contrast, emphasis and unity) of design and as a medium for creative expression of design in nature and the manmade environment.</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>visual effects of texture and colour</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Wall paintings Source: Pinterest.com</p>	
	<p>B8 1.1.1.2 Research to identify and record what constitutes the ‘elements of design’ in nature and the ‘principles of design’ for creative expression of design ideas.</p>	
	<p>Exemplar</p> <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>CC7.5: Identify and analyse different points of views of speaker CP5.1: Ability to combine Information and ideas from several sources to reach a conclusion CI6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used DL5.6:Preparedness to make better decisions using available information</p>

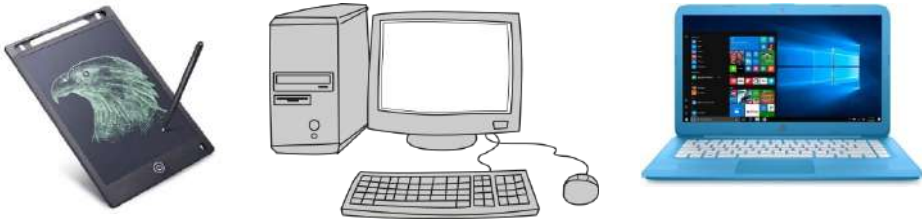
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8 1.1.1 Demonstrate understanding of design as a concept in relation to the elements (texture and colour) and principles (contrast, emphasis and unity) of design and as a medium for creative expression of design in nature and the manmade environment.</p>	<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>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. CP6.5: Ability to select alternative(s) that adequately meet selected criteria CI6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used DL5.6: Preparedness to make better decisions using available information</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: texture, colour</p>	
	<p>B8 1.1.1.3 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.</p>	
	<p>Exemplar</p>	
	<p>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></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;"> Manmade designs Source: Pinterest.com </p>	
<p>3. Identify, describe and record examples of <i>principles of design</i> in nature and the manmade environment for appreciation and discussion.</p>		
<p>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.</p>		

STRAND I: DESIGN

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8 1.2.1. <i>Design</i> Demonstrate understanding and use of 2-D drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.</p>	<p>B8 1.2.1.1 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.</p>	<p>Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL), Personal Development and Leadership (PL), Cultural Identity and Global Citizenship (CG)</p>
	<p>Exemplar</p> <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> <div data-bbox="624 743 1559 997" data-label="Image"> <p>The image shows a variety of drawing supplies. On the left, there are several pens and pencils of different colors and brands. In the center, there are several colorful rulers and set squares in green, yellow, and orange. On the right, there is a blue spiral-bound sketch pad with a drawing of a bird on the cover, and a pencil resting on it.</p> </div> <p align="center"><i>Tools and materials drawing</i></p> <p align="center">Source: Google.com</p>	<p>CP 5.1: Ability to combine Information and ideas from several sources to reach a conclusion DL5.5: Evaluate the quality and validity of information CI5.2: Ability to merge simple/complex ideas to create novel situation or thing PL5.4: Ability to understand one's personality trait CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech CG5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8 1.2.1. Design Demonstrate understanding and use of 2-D drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.</p>	<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>The image shows various drawing techniques: 'Overhand' and 'Underhand' pencil grips, 'Hatching' (parallel lines), 'Crosshatching' (interlocking lines), 'Blending' (smooth gradients), and 'Stippling' (dots). It also includes color charts for 'Shading Values' and 'Shading Colors', and a grid of color swatches. The word 'Pencil' is written below the techniques, and 'Sh' is written below the color swatches.</p>	<p>CP 5.7:Provide new insight into controversial situation or task</p>
	<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>	

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8 1.2.1. <i>Design</i> Demonstrate understanding and use of 2-D drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.</p>	<p>B8 1.2.1.2 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.</p>	
	<p>Exemplar</p> <p>1. Explore available digital tools, materials and techniques to determine and document their suitability for drawing, shading and colouring for appreciation and reflection.</p> <div data-bbox="645 491 1563 778" style="text-align: center;">  <p style="margin-left: 100px;">Digi</p> </div>	<p>CP 5.1: Ability to combine Information and ideas from several sources to reach a conclusion DL5.1: Ability to ascertain when information is needed and be able to identify, PL5.5: Desire to accept one's true self and overcome weaknesses</p>
	<p>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.</p> <p>Refer to: YouTube videos: Start drawing Part 2-6: <i>Drawing Shapes; Understanding Eye Level; etc.</i></p>	
<p>3. Exhibit own portfolio of freehand and outline drawings and colour work to share design ideas for appreciation, appraising and feedback.</p>		

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8 1.2.1. Design Demonstrate understanding and use of 2-D drawing, shading, colouring and modelling media and techniques for creative expression of design ideas.	B8 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display.	
	Exemplar	CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation DL6.3: Use digital tools to create novel things CI 6.9: Interpret and apply learning in new contexts
	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.		

STRAND I: DESIGN

SUB-STRAND: 1.3.: CREATIVITY, INNOVATION AND THE DESIGN PROCESS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8 1.3.1 Design Demonstrate understanding of creativity and innovation in terms of the design process, and its application in developing design solutions to problems in society.	B8 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society.	Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL
	Exemplar	CI 6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used CP 5.1: Ability to combine Information and ideas from several sources to reach a conclusion DL5.1: 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.	
	3. Examine specific artefacts available in the local community and report on specific challenges associated with their design for reflection and discussion.	
	B8 1.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design.	
	Exemplar	CP 6.5: Ability to select alternative(s) that adequately meet selected criteria CI 5.5: Ability to try new alternatives and different approaches DL5.6: Preparedness to make better decisions using available information
	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
B8 1.3.1 Design 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.	B8 1.3.1.3 Demonstrate ability to apply the <i>design process</i> to create artefacts that solve specific problems in the local community.	
	Exemplar	CP 6.5: Ability to select alternative(s) that adequately meet selected criteria CI 6.3: Ability to select the most effective creative tools for work, and give reasons for the choice DL6.3: 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.		

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8. 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	B8. 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.	Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL)
	Exemplars <ol style="list-style-type: none"> 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 2. Test and classify the tools, materials, equipment according to their uses in drawing direct observation/memory and imagination, print making and weaving. 3. Apply the tools, materials and equipment safely to create drawing direct observation/memory and imagination in nature (prints and woven items) for appreciation. 4. Apply knowledge and skills in cleaning-up, storing and maintenance of tools, materials and equipment in a sustainable manner. 	CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. CP5.2: Analyse and make distinct judgement about viewpoints expressed in an argument CI5.1: Examine alternatives in creating new things. DL5.3: Ability to find and utilise digital content

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8. 2.1.1 (CONTINUED) 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	B8. 2.1.1.2 Experiment by using techniques in print making to generate own ideas and make visual artworks	
	Exemplars <ol style="list-style-type: none"> 1. Identify and use the relevant media and techniques in printmaking to create visual artworks. Examples: low/relief, direct, stencil, block printing, etc. 2. Apply and design using relevant media and techniques in print making to create own visual artworks. 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. 	<p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem</p> <p>CI5.5: Ability to try new alternatives and different approaches</p> <p>DL5.3: Ability to find and utilise digital content</p>
	B8 2.1.1.3 Apply techniques of drawing direct observation/memory and imagination to make own visual artworks	
	Exemplars <ol style="list-style-type: none"> 1. Identify and use the techniques in drawing direct observation/memory and imagination to create own artworks. 2. Use various techniques in drawing direct observation/memory and imagination to create own artworks. 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> 	<p>CC9.4: Help group work on relevant activities.</p> <p>CP5.2: Analyse and make distinct judgement about viewpoints expressed in an argument</p> <p>CI5.1: Examine alternatives in creating new things.</p> <p>DL5.3: Ability to find and utilise digital content</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>B8 2.1.1.4 Experiment with available media and techniques for weaving to create visual artworks</p> <p>Exemplars</p> <ol style="list-style-type: none"> 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 2. Apply relevant weaving techniques with available media to create own woven artefacts. 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> 	<p>CC8.5: Vary the level of detail and the language used when presenting to make it appropriate to the audience.</p> <p>CP6.7: Implement strategies with accuracy</p> <p>CI6.9: Interpret and apply learning in new contexts</p> <p>CI6.10: Reflect on work and explore the thinking behind thoughts and processes</p> <p>PL6.3: Ability to manage time effectively</p> <p>DL5.3: Ability to find and utilise digital content</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8. 2.1.2. Performing Arts - Music: Demonstrate understanding and apply tempo, dynamics and simple forms in music	B8 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	Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL), Personal Development and Leadership (PL)
	Exemplars <ol style="list-style-type: none"> 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. 	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. CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument CP 6.5: Ability to select alternative(s) that adequately meet selected criteria. CI 6.4: Imagining and seeing things in a different way
	B8 2.1.2.6 Compare and contrast the benefits associated with soft or loud music	

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8. 2.1.2 (CONTINUED) Performing Arts - Music: Demonstrate understanding and apply tempo, dynamics and simple forms in music	B8 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).	
	Exemplars <ol style="list-style-type: none"> 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>. 2. Listen and tell if the form of a pop musical work is ballad, verse-bridge song, verse-chorus song or verse-chorus-bridge. 	<p>CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CP 5.3: Create simple logic trees to think through problems.</p> <p>CI 5.6: Understand and use analogies and metaphors.</p>
B8. 2.1.3. Dance and Drama: Demonstrate understanding of Ghanaian dance forms	B8.2.1.3.8 Identify various Ghanaian Dance types and their context of performance	Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL)
	Exemplars <ol style="list-style-type: none"> 1. Identify the dance types and categories. (religious, war and sociocultural) 2. Compare and contrast the types and categories. 3. Explore the context of performance. 	<p>CC 7.5: Identify and analyse different points of views of speaker.</p> <p>PL 5.6: Ability to set and maintain personal standards.</p> <p>CI 5.5: Ability to try alternative and fresh approaches.</p>
	B8.2.1.3.9 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.	

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.

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8. 2.2.1. Visual Arts: 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>B8. 2.2.1.1 Design and produce your own artworks that reflect a range of different times and cultures</p> <p>Exemplars</p> <ol style="list-style-type: none"> 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. 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. 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. 	<p>Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Personal Development and Leadership (PL), Cultural Identity and Global Citizenship (CG), Digital Literacy (DL)</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>CI 6.9: Interpret and apply learning in new contexts.</p> <p>PL6.3: Ability to manage time effectively.</p> <p>CG6.1: Understanding of influences of globalisation on traditions, languages and cultures.</p> <p>DL 6.2: Create a meaningful and original piece of work or its interpretation by integrating existing information.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8. 2.2.1 (CONTINUED) Visual Arts: 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	B8. 2.2.1.2 Plan and display own and others' artworks that reflect the history, cultures, physical and social environment	
	Exemplars 1. Demonstrate understanding and skill in defining roles and responsibilities in selecting and preserving a collection of artworks for an exhibition. 2. Collaborate with peers to monitor, assess and report on the exhibition. Examples: in learner journals, print and electronic media.	CC9.3: Understand roles during group activities. PL6.1: Ability to serve group members effectively. DL5.3: Ability to find and utilise digital content.
	B8. 2.2.1.3 Organise an appreciation and appraisal of own and others' artworks that reflect the history, cultures, physical and social environment.	
	Exemplars 1. Analyse and interpret how selected elements, principles and techniques are used in an artwork to express beauty, meaning and culture of a people. 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.	CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. CP 5.5: Effectively evaluate the success of solutions used in an attempt to solve a complex problem.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8. 2.2.2. Performing Arts - Music: 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</p>	<p>B8. 2.2.2.4 Design and produce own musical genre that reflect the history and cultures, physical and social environment</p> <p>Exemplars</p> <ol style="list-style-type: none"> 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 services</i>, etc. 2. Collaborate to create rehearsal plan for performing the chosen work in B8. 2.2.2.4 Exemplar I, identifying and allocating time to the various aspects — singing, drumming, dancing, costume, venue, etc. 	<p>Communication and Collaboration (CC), Creativity and Innovation (CI), Personal Development and Leadership (PL), Cultural Identity and Global Citizenship (CG)</p> <p>CI 6.3: Ability to select the most effective creative tools for work, and give reasons for the choice.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>PL6.1: Ability to serve group members effectively.</p> <p>DL5.3: Ability to find and utilise digital content.</p> <p>CG5.2: Develop and exhibit ability to defend one’s cultural beliefs, practices and norms.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8. 2.2.2 (CONTINUED) Performing Arts - Music: 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</p>	<p>B8. 2.2.2.5 Plan and display own and others' musical works that reflect a range of different times and cultures</p>	
	<p>Exemplars</p> <ol style="list-style-type: none"> 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. 2.2.2.4 Exemplar I. 	<p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CC9.5: Appreciate the importance of including all team members in discussions and actively encourage contributions from them.</p> <p>CI 5.2: Ability to merge simple/complex ideas to create novel situations or things.</p> <p>CG5.4: Develop and exhibit a sense of cultural identity.</p>
	<p>B8. 2.2.2.6. Organise an appreciation and appraisal of own and others' musical works that reflect a range of different times and cultures.</p>	
	<p>Exemplars</p> <ol style="list-style-type: none"> 1. Conduct an enquiry by playing the recorded video clip from B8. 2.2.2.4 Exemplar I 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. 	<p>CC9.1: Demonstrate behaviour and skills of working towards group goals.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to solve a problem.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8. 2.2.3. Dance and Drama: 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	B8.2.2.3.7 Design and produce own dance and drama that reflect a range of different times and cultures	Creativity and Innovation (CI), Cultural Identity and Global Citizenship (CG), Critical Thinking and Problem Solving (CP), Personal Development and Leadership (PL)
	Exemplars 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.	CG 6.4: Exhibit a sense of nationality and global identity. CI 6.6: Being open-minded, adapting and modifying ideas to achieve creative results.
	B8.2.2.3.8 Plan and display own and others' dance and drama pieces that reflect a range of different times and cultures.	
	Exemplars 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.	CI 5.3: Identification of requirements of a given situation and justification of more than one creative tool that will be suitable. CP 6.2: Ability to explain plans for attaining goals. PL6.5: Ability to monitor team members to ascertain progress.
B8.2.2.3.9 Organise an appreciation and appraisal of own and others' dance and drama artworks that reflect a range of different times, cultures and topical issues		

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.

STRAND 2: CREATIVE ARTS

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B8. 2.3.1. Visual Arts: 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	B8. 2.3.1.1. Identify and discuss visual artists whose work reflected the history, culture, environment and topical issues in the community	Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Personal Development and Leadership (PL), Cultural Identity and Global Citizenship (CG), Digital Literacy (DL)
	Exemplars 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. 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 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.	CC7.4: Identify underlying themes, implications and issues when listening. CP 5.2: Analyse and make distinct judgement about viewpoints expressed in an argument. PL5.2: Demonstrate a sense of belongingness to a group. CG5.3: Develop and express respect, recognition and appreciation of others' cultures. DL5.3: Ability to find and utilise digital content.
	B8. 2.3.1.2. Compare and contrast artworks of visual artists that reflect the history, culture, environment and topical issues	

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.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B8. 2.3.1 (CONTINUED) Visual Arts: 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>B8. 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</p> <p>Exemplars</p> <ol style="list-style-type: none"> 1. 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. 2. Analyse, appreciate and appraise the design processes used by visual artists in producing artworks that solved societal issues. 3. Reflect and evaluate the appreciation and appraisal done for refinement. 	<p>CG6.4: Exhibit a sense of nationality and global identity.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>
<p>B8. 2.3.2. Performing Arts - Music: 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>B8. 2.3.2.4. Distinguish different ways musical works of Ghanaian art composers reflect the history, culture, environment and topical issues</p> <p>Exemplars</p> <ol style="list-style-type: none"> 1. Compare Ephraim Amu and J. H. K. Nketia. 2. Transcribe a popular song that promotes and sensitises the public an emerging topical issue, e.g., the SSNIT Pension Scheme 	<p>Communication and Collaboration (CC), Personal Development and Leadership (PL), Cultural Identity and Global Citizenship (CG).</p> <p>CG5.2: Develop and exhibit ability to defend one’s cultural beliefs, practices and norms.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC9.6: Ability to work with all group members to complete a task successfully.</p> <p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p>




CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
	<p>B8. 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</p> <p>Exemplars</p> <ol style="list-style-type: none"> 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. 2. Compare and contrast two of the selected indigenous types and two of the neo-traditional types. 	<p>CC8.3: Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CG5.2: Develop and exhibit ability to defend one’s cultural beliefs, practices and norms.</p> <p>DL5.3: Ability to find and utilise digital content.</p>




















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

BASIC 9

STRAND I: DESIGN

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES	
B9 I.1.1 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.	B9 I.1.1.1 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.	Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL) CC9.1: Demonstrate behaviour and skills of working towards group goals CP5.1: Ability to combine Information and ideas from several sources to reach a conclusion CI5.5: Ability to try new alternatives and different approaches DL6.1: Use digital tools to create novel things	
	Exemplar		
	1. Research to determine and record the meaning, importance and role of design in nature and the manmade environment for reflection and discussion. 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		
	 <p><i>Beak of kingfisher bird inspired Shinkansen Bullet Train – laban</i></p>	 <p><i>Design inspired by the palm</i></p>	 <p><i>Colourful bird</i></p>
	Source: Pinterest.com		

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES																			
<p>B9 1.1.1 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.</p>	<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>CC9.1: Demonstrate behaviour and skills of working towards group goals CP5.1: Ability to combine Information and ideas from several sources to reach a conclusion CI5.5: Ability to try new alternatives and different approaches DL6.1: Use digital tools to create novel things</p>																			
	<p>B9 1.1.1.2 Research to identify and record what constitutes the ‘elements of design’ in nature and as building blocks for creative expression of design ideas.</p>																				
	<p>Exemplar</p> <p>1. 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> <table border="0" data-bbox="943 975 1462 1294"> <tr> <td colspan="2" style="text-align: center;">Natural Elements</td> <td colspan="2" style="text-align: center;">Man-Made Elements</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Line</td> <td style="text-align: center;">Dot</td> <td colspan="2" style="text-align: center;">Lines</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Texture</td> <td style="text-align: center;">Form</td> <td style="text-align: center;">Texture</td> <td></td> </tr> </table> <p>Source: Pinterest.com</p>	Natural Elements		Man-Made Elements						Line	Dot	Lines						Texture	Form	Texture	
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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B9 1.1.1
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.



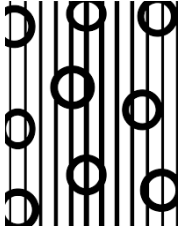
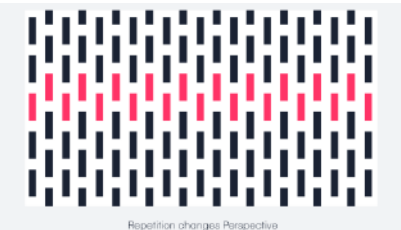
2. Explore the natural and manmade environments to identify and document examples of *elements of design* for reflection and discussion.

3. Reflect on knowledge gained from discussions to create patterns that reflect selected *elements of design* using available manual and digital tools, materials and techniques for display and sharing.
 Examples: *forms of objects, value*




Source: Pinterest.com

CC7.5: Identify and analyse different points of views of speaker
CP5.1: Ability to combine Information and ideas from several sources to reach a conclusion
CI6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used
DL5.6: Preparedness to make better decisions using available information

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9 1.1.1 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.</p>	<p>B9 1.1.1.3 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.</p>	<p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech. CP6.5: Ability to select alternative(s) that adequately meet selected criteria CI6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used DL5.6: Preparedness to make better decisions using available information</p>
	<p>Exemplar</p> <p>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></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Source: Pinterest.com</p>	
	<p>4. Identify, describe and record the <i>principles of design</i> and the manmade environment for appreciation and discussion.</p>	
	<p>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.</p> <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

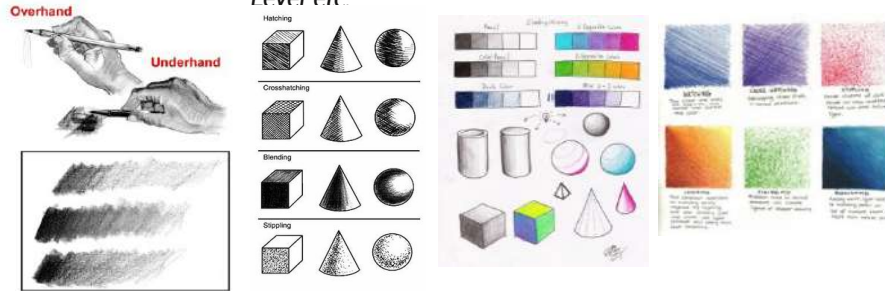
CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9 I.2.1. Design Demonstrate understanding and use of (3- D drawing, shading, colouring and modelling) media and techniques for creative expression of design ideas.	B9 I.2.1.1 Explore available manual and digital tools, materials and techniques for 3-D drawing, shading and colouring to create designs from lines, simple shapes and forms.	Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL), Personal Development and Leadership (PL), Cultural Identity and Global Citizenship (CG)
	Exemplar 1. 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 style="text-align: center;"><i>Tools and materials drawing</i></p> <p style="text-align: center;">Source: Google.com</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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B9 1.2.1.
Design
Demonstrate understanding and use of (3- D drawing, shading, colouring and modelling) media and techniques for creative expression of design ideas.

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.

Ref. to YouTube videos: Start drawing Part 2-6: *Drawing Shapes, Understanding Eye Level etc.*



Pencil holding and shading techniques

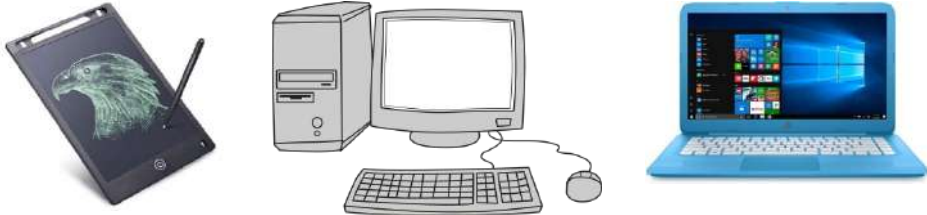
Shading and colouring techniques

Source: Google.com

CG5.2: Develop and exhibit ability to defend one's cultural beliefs, practices and norms
CP 5.7: Provide new insight into controversial situation or task

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.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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B9 1.2.1. Design Demonstrate understanding and use of (3- D drawing, shading, colouring and modelling) media and techniques for creative expression of design ideas.	B8 1.2.1.2 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.	
	Exemplar 1. Explore available digital tools, materials and techniques to determine and document their suitability for drawing, shading and colouring for appreciation and reflection.	CP 5.1: Ability to combine Information and ideas from several sources to reach a conclusion DL5.1: Ability to ascertain when information is needed and be able to identify, PL5.5: Desire to accept one's true self and overcome weaknesses
	 <p>Source: Google.com Digital tools for drawing</p>	
	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.		

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
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B9 1.2.1. Design Demonstrate understanding and use of (3- D drawing, shading, colouring and modelling) media and techniques for creative expression of design ideas.	B9 1.2.1.3 Demonstrate ability to generate design ideas and develop models of simple shapes and forms for appreciation and display.	
	Exemplar	
	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.	CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation DL6.3: Use digital tools to create novel things CI 6.9: 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.		

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES	
B9 1.3.1 Design Demonstrate understanding of creativity and innovation in terms of the design process, and its application in developing design solutions to problems in society.	B9 1.3.1.1 Distinguish between creativity and innovation and their application for developing design solutions to problems in society.	Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL)	
	Exemplar		CI 6.2: Ability to reflect on approaches to creative tasks and evaluate the effectiveness of tools used CP 5.1: Ability to combine Information and ideas from several sources to reach a conclusion DL5.1: 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>		
	B9 1.3.1.2 Demonstrate understanding of the design process in relation to creativity and innovations in design.	CP 6.5: Ability to select alternative(s) that adequately meet selected criteria CI 5.5: Ability to try new alternatives and different approaches DL5.6: Preparedness to make better decisions using available information	
	Exemplar		
	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
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B9 1.3.1 Design 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.	B9 1.3.1.3 Demonstrate ability to apply the <i>design process</i> to create artefacts that solve specific problems in the local community.	
	Exemplar	CP 6.5: Ability to select alternative(s) that adequately meet selected criteria CI 6.3: Ability to select the most effective creative tools for work, and give reasons for the choice DL6.3: 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.	

STRAND 2: CREATIVE ARTS

SUB-STRAND: 2.1 MEDIA AND TECHNIQUES

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9. 2.1.1. Visual Arts: Demonstrate understanding and apply media and techniques in casting, assemblage and folding</p>	<p>B9. 2.1.1.1 Explore and identify media and techniques used to create visual artworks by casting, assemblage and folding</p>	<p>Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL), Personal Development and Leadership (PL), Cultural Identity and Global Citizenship (CG)</p>
	<p>Exemplars</p> <ol style="list-style-type: none"> 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 2. Test, classify and discuss the use of the tools, materials, equipment according to their findings on casting, assemblage and folding. 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. 4. Apply knowledge and skills in safety, maintenance and sustainability to organise and store tools, materials and equipment, and clean up the work space. 	<p>CC8.2: Explain ideas in a clear order with relevant detail, using correct construction and structure of speech.</p> <p>CP5.2: Analyse and make distinct judgement about viewpoints expressed in an argument</p> <p>CI5.1: Examine alternatives in creating new things.</p> <p>DL5.3: Ability to find and utilise digital content</p>

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

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.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9. 2.1.1 (CONTINUED)</p> <p>Visual Arts:</p> <p>Demonstrate understanding and apply media and techniques in casting, assemblage and folding</p>	<p>B9 2.1.1.4 Experiment by using techniques in construction using available media to create own ideas and make visual artworks</p> <p>Exemplars</p> <p>1. Identify variety of techniques in construction by observing and interacting with artworks made using construction technique (<i>realia, OERs and other internet sources</i>).</p> <p>Suggested examples of Local artists: K. Z. Adzraku, Margaret Asabea Anakwa</p> <p>Suggested examples of National artists: P .M. Amonoo</p> <p>Some suggested examples of International (Diaspora) artists: <i>El Anatsui, Ibrahim Mahama</i></p> <p>2. Design and produce an art work applying some of the techniques identified in B9. 2.1.1.4 Exemplar 1</p> <p>Types of objects used: found objects in the environment</p> <p>How objects were joined: stitching, gluing, stapling etc.,</p> <p>3. Display constructed artworks for appreciation, reflection and use peer- and self-evaluation to review work.</p> <p>Examples of art specific language vocabulary: <i>form, line, texture, colour, texture, shape.</i></p>	<p>CC8.5: Vary the level of detail and the language used when presenting to make it appropriate to the audience.</p> <p>CP6.7: Implement strategies with accuracy.</p> <p>CI6.9: Interpret and apply learning in new contexts.</p> <p>CI6.10: Reflect on work and explore the thinking behind thoughts and processes. PL6.3: Ability to manage time effectively.</p> <p>DL5.3: Ability to find and utilise digital content.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES																																																																																																														
<p>B9. 2.1.2. Performing Arts - Music: Demonstrate knowledge, understanding and application of triads, chord progression and improvisation in music</p>	<p>B9 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>)</p> <p>Exemplars</p> <p>1. Sing and/or perform on melodic instruments triads built on all the seven degrees of the scale melodically.</p> <table border="1" data-bbox="551 584 1476 906"> <tr> <td colspan="10" style="text-align: center;">←</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 border="1" data-bbox="551 1058 1424 1294"> <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	<p>Communication and Collaboration (CC), Creativity and Innovation (CI), Digital Literacy (DL), Personal Development and Leadership (PL)</p> <p>CC7.2: Interpret correctly and respond to non-verbal communication such as facial expressions, cues and gestures.</p> <p>CP 5.3: Create simple logic trees to think through problems.</p> <p>PL6.7: 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>DL6.3: Use digital tools to create novel things.</p>
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9. 2.1.3 (CONTINUED) Dance and Drama: Demonstrate understanding and application of media and techniques in Dance and Drama	B9.2.1.3.8 Explore and identify the various approaches to improvisation, creating harmony/balance and blocking for dance and drama	
	Exemplars <ol style="list-style-type: none"> 1. Identify additional parts of the performance space. Refer to the <i>Teacher's Resource Pack</i>. 2. Explore the parts of the body and props essential for acting and dancing. 3. Explain masking, aside, apron, linear and circular patterns, etc., in dance and drama. 	<p>CI 6.1: Exhibit strong memory, intuitive thinking, and respond appropriately.</p> <p>CP 6.2: Ability to explain plans for attaining goals.</p> <p>PL6.2: Division of tasks into solvable units and assigning group members to task units.</p> <p>DL6.3: Use digital tools to create novel things.</p>
	B9.2.1.3.9 Experiment and practise by using the techniques of improvisation, creation of harmony/balance and blocking in dance and drama	

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: 1st, 2nd, 3rd, 4th.

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.

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

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9. 2.2.1 (CONTINUED) 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>B9. 2.2.1.2 Plan and display artworks that reflect the influence of a range of different times, cultures and topical issues</p>	
	<p>Exemplars</p> <ol style="list-style-type: none"> 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. 2. Collaborate to analyse and present reports on the similarities, differences and challenges in preserving and exhibiting art works. 	<p>CC8.4: Anticipate different responses from the audience and plan for them.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>PL6.2: Division of tasks into solvable units and assigning group members to task units.</p> <p>CG5.5: Adjust to the demands of customs, traditions, values and attitudes of society.</p>
	<p>B9. 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</p>	
	<p>Exemplars</p> <ol style="list-style-type: none"> 1. Appreciate and appraise an artwork by using criteria that covers the form, content, elements and principles, purpose, cultural traditional/ contemporary impact. 2. Plan and organise a class exhibition and do self and peer review on exhibits. 	<p>CC8.4: Anticipate different responses from the audience and plan for them.</p> <p>CP 5.6: Demonstrate a thorough understanding of a generalised concept and facts specific to a task or situation.</p> <p>PL6.7: 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
<p>B9. 2.2.2. Performing Arts - Music: 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</p>	<p>B9. 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</p>	<p>Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Digital Literacy (DL), Personal Development and Leadership (PL), Cultural Identity and Global Citizenship (CG).</p>
	<p>Exemplars</p> <ol style="list-style-type: none"> 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. 2. Create a rehearsal plan for performing the chosen musical works in B9. 2.2.2.4 Exemplar I, identifying and allocating time to the various aspects—singing, drumming, dancing, costume, venue, etc. 	<p>CG5.3: Develop and express respect, recognition and appreciation of others' cultures.</p> <p>CG6.1: Understanding of influences of globalisation on traditions, languages and cultures.</p>
	<p>B9. 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</p>	
	<p>Exemplar</p> <ol style="list-style-type: none"> 1. Give a concert with the selected compositions in B9. 2.2.2.4 Exemplar I (to be video recorded) that begins with a presentation on the style and how it is sensitising the public on emerging topical issues. 	<p>CC8.1: Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group.</p> <p>CC9.5: Appreciate the importance of including all team members in discussions and actively encourage contributions from them.</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
<p>B9. 2.2.2 (CONTINUED) Performing Arts - Music: 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</p>	<p>B9. 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</p> <p>Exemplars</p> <ol style="list-style-type: none"> 1. Conduct an enquiry by playing the recorded video clip from B9. 2.2.2.4 Exemplar I 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. 	<p>CI 6.3: Ability to select the most effective creative tools for work, and give reasons for the choice.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>CC8.3: Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p>
<p>B9. 2.2.3. Dance and Drama: Producing a dance drama</p>	<p>B9.2.2.3.7 Perform an original dance drama and/or one act play on socio-cultural issues</p>	<p>Creativity and Innovation (CI), Critical Thinking and Problem Solving (CP), Cultural Identity and Global Citizenship (CG)</p>
	<p>Exemplar</p> <ol style="list-style-type: none"> 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. <p>Example of play titles: SSNIT Pension Scheme services, Sanitation, Energy etc.</p>	<p>CP 6.7: Implement strategies with accuracy.</p> <p>CP 5.1: Ability to combine information and ideas from several sources to reach a conclusion.</p> <p>PL5.2: Demonstrate a sense of belongingness to a group.</p>

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

STRAND 2: CREATIVE ARTS

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9. 2.3.1. Visual Art 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	B9. 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	Communication and Collaboration (CC), Critical Thinking and Problem Solving (CP), Creativity and Innovation (CI), Digital Literacy (DL), Cultural Identity and Global Citizenship (CG).
	Exemplars 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.	CC8.4: Anticipate different responses from the audience and plan for them. CP 5.8: Identify and prove misconceptions about a generalised concept or fact specific to a task or situation. CI 6.8: Recognise and generalise information and experience; search for trends and patterns. DL5.5: Evaluate the quality and validity of information.
	B9. 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	

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.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	CORE COMPETENCIES
B9. 2.3.2. Performing Arts - Music: Demonstrate the skill to correlate African music that reflect the history, culture and topical issues	B9. 2.3.2.3. Distinguish different ways musical works of African art composers reflect the history, culture, environment and topical issues	
	Exemplars <ol style="list-style-type: none"> 1. Compare Akin Euba and J. H. K. Nketia. 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. 	<p>CG6.4: Exhibit a sense of nationality and global identity.</p> <p>CG5.3: Develop and express respect, recognition and appreciation of others' cultures.</p> <p>DL6.3: Use digital tools to create novel things.</p> <p>CC8.3: Apply appropriate diction, and structure sentences correctly for narrative, persuasive, imaginative and expository purposes.</p>
	B9. 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	

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.

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

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