GHANA EDUCATION SERVICE

(MINISTRY OF EDUCATION)

REPUBLIC OF GHANA

CREATIVE ARTS
CURRICULUM FOR PRIMARY SCHOOLS
(BASIC 1 - 3)

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NaCCA **NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION**

Creative Arts Curriculum for Primary Schools

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FOREWORD

The new curriculum for Ghana's primary schools is standards-based, which demonstrates our determination to place learning at the heart of every classroom and ensuring that every learner receives quality education. Accessibility of quality education for all is non-negotiable if we are to meet the human capital needs required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers' manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity by all learners. It is expected that at any point of exit from formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should not only become functional citizens in the 4Rs but lifelong learners as well. They should be critical thinkers, problem solvers and digitally literate. The education they receive through the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana's schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas of this curriculum. These core values serve as fundamental building blocks for inculcating in our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana's school-going girl and boy; the curriculum has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective working of this standards-based curriculum.

More importantly, the role of the teacher is to make this curriculum work for the intended purpose, to inculcate in learners the core competencies and values and to make learning happen, and improve learning outcomes. The support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together, to put learning at the centre of what we do best — teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for primary schools in Ghana.

Dr. Matthew Opoku Prempeh (MP)
The Honourable Minister of Education

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RATIONALE

Creative Arts provides opportunities for a learner to: self-explore, self-express, build mental focus, skilfully use hands to create (physical dexterity), manage and reduce stress, achieve personal satisfaction and enjoyment. The skills acquired through the study of Creative Arts enable learners to improve their performance in other learning areas. The study of Creative Arts prepares learners to undertake the study of the technical and vocational programmes in later years. It also prepares them for the modern world of work.

Creative Arts study at the primary school level is aimed at developing afunctional and all-round learner. Learners are exposed to the 3Hs of Head (cognitive/mind/thinking), Hand (psychomotor/body) and Heart (affective/feelings). Creative Arts inculcate in the learner the basic knowledge and understanding of diverse cultures, strong logical competencies, and a range of comprehensive communication and interpersonal skills. Learners are to become critical thinkers and problem solvers as a result. Their self-esteem and sense of emotional intelligence is also improved as they engage in tasks that require intuitive, emotional, holistic, nonverbal and visual-spatial methods for processing ideas and issues. Creative Arts study will enable learners to be artistic, intuitive, imaginative, and visually oriented.

Therefore, the study of Creative Arts will:
1. develop learners to have creative and innovative skills, critical thinking and problem-solving skills, collaborative and communicative skills.
2. engage learners to acquire, develop and express their feelings and emotions in different ways during the learning process for effective transfer of knowledge: vertically and horizontally.
3. shape the individual's personal sense of social and cultural identity.
4. facilitate the recognition of the importance and value of the culture of the people; locally, nationally and globally.
5. prepare and predisposes the learner for advance learning in the Junior and Senior High schools thus contributing to informed choices of career courses and vocations in the creative arts industry.
6. transmit, promote and preserve the culture of a nation.
7. help learners think critically and imaginatively to develop ideas for designing, making and responding to artistic processes and products.
8. embrace all domains of knowledge and life: intellectual, social, psychological, spiritual, artistic, aesthetic and physical.
9. provide avenues for self-expression, visual knowledge and the sense of discrimination between what is beautiful and unpleasant, so that people can make the right choices.
10. develop the skills, ability and aptitudes to adapt positively to:
    i.   the changing local and global environment and
    ii. the need to sustain it.

PHILOSOPHY FOR TEACHING AND LEARNING CREATIVE ARTS

In an ever growing industrialised and technological society, there is the urgent need to generate a learning system that will not just give knowledge to individuals but also the necessary skills to develop the right values and attitudes. Creative Arts education is to guide the learner to acquire skills of inquiry, innovativeness, creativity, critical thinking and problem solving, collaboration and communication.

PHILOSOPHY FOR TEACHING CREATIVE ARTS

The philosophy for teaching *Creative Arts* is interconnected with the concept of mentoring of learners through consistent guidance and role modelling both inside and outside of the classroom. The teacher acts as a facilitator, inspires and encourages learners to become:
1. **Observant (sharp-eyed):** Learn to look closely for details, as in still life drawing.

2. **Inventive (visionary):** Learn to imagine and manipulate ideas and images from memory, e.g. a scene from the farm, lorry station, hospital etc.
3. **Explorative:** Learn to take initiatives to explore, experiment and learn from experiences, e.g. trying other alternatives using non-traditional media, instruments, styles and techniques.
4. **Expressive:** Learn to convey personal opinions through artistic expression.
5. **Persistent:** Learn to persevere, e.g. commit oneself to an activity or project and see it through to the end.
6. **Reflective:** Learn to become aware of personal interests, skills, knowledge and experiences to make critical decisions and judgments.
7. **Perceptive**: Learn to become aware through the senses – seeing, feeling, tasting, smelling and hearing.
8. **Appreciative**: Learn to appraise and talk about all the values of a person or thing.

PHILOSOPHY FOR LEARNING CREATIVE ARTS

Creative Arts respects the uniqueness of every learner. It develops individual talents based on the learning activities – music, dance, drama, drawing, modelling, casting, weaving etc. Learners are offered the opportunity to work at their own pace without discrimination or comparison. Activities in the Creative Arts provide the learner with various activities that promote critical thinking, brainstorming, decision making and learning. It helps learners to appreciate various aspects of the arts.

The Creative Arts curriculum is designed to be interactive, exciting and stimulating. It enables learners to discover their talents and develop their lifelong, core competencies, functional and foundational skills. The classroom environment (social and physical) should encourage learners to participate and collaborate inclusively. Learners understand and respect their skills, abilities and experiences as well as those of others. This sets a sustainable pace in achieving expected learning outcomes in the 4Rs – Reading, wRiting, aRithmetic and cReativity.

GENERAL AIMS

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

SUBJECT AIMS

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

INSTRUCTIONAL EXPECTATIONS

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

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

The goal of Creative Arts as a subject at the primary level is to offer learners the opportunity to explore and understand the world around them. Creative Arts activities expand the learner's way of looking at objects, examining, expressing and adapting to conditions within the environment. Learners first learn to respond aesthetically to their environment through their senses – seeing, touching, tasting, hearing, smelling and movement or lifting. By their nature children are very curious about happenings around them which suggests the need to provide them with sensory experiences.

The curriculum is expected to predispose the learner to ideals and concepts of vocational education as the engine of economic growth with broad-based opportunities in addressing unemployment. Each learner possesses a range of talents and skills, and they need a variety of learning experiences in order to develop them fully. Lessons in Creative Arts should enable learners to make sense of what they learn and to express themselves freely and creatively.

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

Creative Arts teachers are encouraged to use the following strategies in facilitating teaching and learning:
- Project-based learning

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

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

CORE COMPETENCIES

The core competencies outlined in the Creative Arts curriculum are a body of skills that teachers at all levels are expected to help their learners to develop. These include critical thinking and problem solving, creativity and innovation, communication and collaboration, cultural identity and global citizenship, personal development and leadership, as well as digital literacy.

CRITICAL THINKING AND PROBLEM SOLVING

Developing learners' ability to think and reason to enable them analyse issues and situations leading to the resolution of problems. This skill enables learners to draw on and demonstrate what they have learned and from their own experiences to analyse situations, choosing the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

CREATIVITY AND INNOVATION

This competence promotes in learners an entrepreneurial skill through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires imagination and predisposition to the arts, technology and enterprise. Learners having this competency are able to think independently and creatively as well.

COMMUNICATION AND COLLABORATION

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate as a team and share ideas, engage in dialogue with others by listening to and learning from others in ways that respect and value all persons involved.

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP

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

PERSONAL DEVELOPMENT AND LEADERSHIP

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

DIGITAL LITERACY

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

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are
- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values.

KNOWLEDGE, UNDERSTANDING AND APPLICATION

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

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

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

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which you have to teach. The focus is to move teaching and learning from the level of mere acquisition of "knowledge" that involved memorisation of facts, reliance on formulas, remembering of facts learned without reviewing or relating them to the real world known as *surface learning* to a new position called *deep learning*. Learners are expected to deepen their learning by applying their knowledge to develop critical thinking skills, to explain issues, and reason to generate creative ideas to solve real life problems they would face in school and in their later adult lives. This is the position where learning becomes beneficial to the learner.

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

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

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

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

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

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

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

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

From the foregoing, creating is seen as the highest form of thinking and learning and is therefore the most important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to acquire critical thinking skills right from the lower primary level, it is advised that teachers do their best to help the learners develop reasoning skills.

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

Suggested Activities in the Exemplars: Teachers are to:
- select teaching and learning activities that will ensure maximum learner participation
- avoid rote learning and drill-oriented approaches and rather emphasise participatory teaching and learning with special focus on the cognitive, affective and psychomotor domains wherever appropriate
- **re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve the best learner learning**
- **make learners able to apply their knowledge in dealing with issues both in and out of school**
- teach learners to be problem solvers.

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

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

1. Concept/Ideation: Originality, Creativity, Idea Development, Visualisation, Pre-imaging, Sketching, etc.
2. Planning/Preparation: Acquisition of Tools, Props Materials, Costumes, Equipment and Instruments
3. Process (Making/Composing): Selection and use of tools/instruments, materials etc. according to design specification. Demonstration of Core Values and Competence; observation of rules, guidelines
4. Product/Composition: Finishing, Suitability, Usefulness, Aesthetic and Cultural Value
5. Presentation/Performance/Exhibition and Response: Analysis, Appreciation, Appraisal, Criticism, Judgment.

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

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

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

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

1. Handling of Tools/Equipment/Materials
2. Observation

3. Craftsmanship/Draftsmanship
4. Perception
5. Creativity
6. Communication,

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

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

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

Perception: The learner should be able to respond to his/her environment using all the senses (seeing, hearing, smelling, touching, tasting and movement or kinesthetic. The learner should be encouraged to apply these senses to every project that is undertaken.

Originality/Creativity Learners should be encouraged to be creative or original and be able to use new methods in carrying out projects. Encourage them to be original in making own artworks and not to copy existing work. You can help them to be creative and original by encouraging any little creative effort, technique and product they may develop.
Communication: Learners should be guided to develop effective oral and written communication skills necessary for group work, reporting and appreciation etc.
The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the set objectives. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction.

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

The Creative Arts curriculum aims at helping learners to acquire the following:
i. Commitment   determination to contribute to national development.
ii. Tolerance: willingness to respect the views of others.
iii. Patriotism: readiness to defend the nation.
iv. Flexibility in ideas: willingness to change opinion in the face of more plausible evidence.
v. Respect for evidence: willingness to collect and use data on one's investigation, and also have respect for data collected by others.
vi. Reflection: the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible faults and other ways in which the investigation or observation can be improved upon.
vii. Comportment: conforming to acceptable societal norms.
viii. Co-operation: the ability to work effectively with others.

ix. Responsibility: the ability to act independently and make decisions; morally accountable for one's action; capable of rational conduct.
x. Environmental Awareness: being conscious of one's physical and socio-economic surroundings.
xi. Respect for the Rule of Law: obeying the rules and regulations of the land.

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

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

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

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

Equity: The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds which require the provision of equal opportunities to all and that, all strive to care for each other.

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

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

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

ASSESSMENT
Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learner's response to instruction.

Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment **as** learning and Assessment **for** learning.

Assessment *as* learning (**AaL**): Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility of their own learning to improve performance. Learners are assisted to set their own learning goals and monitor their progress.

Assessment *for* learning (**AfL**): It is an approach used to monitor learners' progress and achievement. This occurs throughout the learning process.
The teacher employs **assessment for learning** to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

Assessment *of* learning (**AoL**): This is summative assessment. It evaluates the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate the learner's cumulative progress and achievement.

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, try to select indicators in such a way that you will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When you develop assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a "Criterion-Referenced Assessment". In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure you use i.e. class assessments, homework, projects etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

SUGGESTED TIME ALLOCATION
A total of six periods a week, each period consisting of 30 minutes, is allocated to the teaching of Creative Arts at the Primary level. It is recommended that the teaching periods be three (3) double periods each week for subject. The two strands – Visual Arts and Performing Arts - are to be viewed as the two sides of the same coin and therefore be given equal attention. It is suggested that teachers of Creative Arts teach one strand after the other in alternate weeks. This means the teaching of Visual Arts in Week 1 for example, must be followed by the teaching of Performing Arts in Week 2 in that order to ensure full coverage of the curriculum.

PEDAGOGICAL APPROACHES
These are approaches, methods and strategies for ensuring that every learner benefit from appropriate and relevant teaching and learning episodes which are timely assessed and feedback provided to the learner and other stakeholders such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners make the expected level of learning outcomes. The curriculum emphasises:

- The creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning
- the positioning of inclusion and equity at the centre of quality teaching and learning
- the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind
- the use of Information Communications Technology (ICT) as a pedagogical tool
- the identification of subject specific instructional expectations needed for making learning in the subject relevant to learners
- the integration of assessment for learning, as learning and of learning into the teaching and learning process and as an accountability strategy
- use questioning techniques that promote deepen learning.

LEARNING-CENTRED PEDAGOGY

The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana's young people with a focus on the Reading, wRiting, aRithmetic and cReativity (4Rs). It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are: pre-primary (KG1 – 2), primary phases (B1 – B3 and B4 to B6).

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful "hands-on" activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep learning to take place.

The teacher should create a learning atmosphere that ensures:
- learners feel safe and accepted.
- learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways.
- the teacher assumes the position of a facilitator or coach who: Helps learners to identify a problem suitable for investigation via project work.
- problems are connected to the context of the learners' world so that it presents authentic opportunities for learning.
- subject matter around the problem, not the discipline.
- learners responsibly define their learning experience and draw up a plan to solve the problem in question.
- learners collaborate whilst learning.
- a demonstration the results of their learning through a product or performance.

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

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

It is more productive in learning for teachers to use their knowledge, understanding and skills to motivate learners to find answers to their own questions than teachers provide the answers and their opinions. It takes good and skilful teachers to provide the enabling environment for learners to set their learning objectives, agenda and the process.

INCLUSION

Inclusion is ensuring access and learning for all learners, especially, those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is being met. These approaches, when used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning episodes should take these differences into consideration. The curriculum therefore promotes:

1. learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities;
2. learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
3. the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

DIFFERENTIATION AND SCAFFOLDING

This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

Differentiation is a process by which differences between learners (learning styles, interest and readiness to learn etc.) are accommodated so that all learners in a group have best possible chance of learning. Differentiation could be by content, task, questions, outcome, groupings and support. This ensures maximum participation of all learners in the learning process.

Differentiation by task involves teachers setting different tasks for learners of different ability e.g. in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan of the classroom.

Differentiation by support involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a Guidance and Counselling Officer for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. In this case, identified learners are allowed more time to complete a given task.

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

It involves breaking up the learning episodes, experiences or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher include:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty, or sophistication over time
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding
- giving learners an exemplar or model of an assignment, they will be asked to complete
- giving learners a vocabulary lesson before they read a difficult text

- clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve

- explicitly describing how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

INFORMATION COMMUNICATIONS TECHNOLOGY

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT use for teaching and learning are:

- improved teaching and learning processes
- improved consistency and quality of teaching and learning
- increased opportunities for more learner-centred pedagogical approaches
- improved inclusive education practices by addressing inequalities in gender, language, ability
- improved collaboration, creativity, higher order thinking skills
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners access to large quantities of information online. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once pupils have made their findings, ICT can then help them organise, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them that include calculators, radios, cameras, phones, television sets and computer and related software like Microsoft Office packages – Word, PowerPoint and Excel as teaching and learning tools. The exposure that learners are given at the Primary School level to use ICT in exploring learning will build their confidence and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.

ORGANISATION AND STRUCTURE OF THE CURRICULUM

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

Strands are the broad areas/sections of the Creative Arts content to be studied.
Sub-strands are the topics within each strand under which the content is organised.
Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.
Indicator is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

Exemplar – support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

Sub-strand	Content Standard	Strands	Learning Indicator

No.	Sub-Strand	Content Standard	Visual Arts	Performing Arts
1	**Thinking and Exploring with Ideas**	*CS1:*Demonstrate understanding of how to generate own ideas for artistic expressions on the people based on their history and culture, the environment and topical local/national/global issues	**B1 1.1.1 Visual Arts** **Think about the people who live in the local community and describe what you know about their history and their culture or way of life**	**B1 1.1.1 Performing Arts** **Reflect on own experiences to talk about the different kinds of music, dance and drama performed that portray the history and culture of the local people.**

ANNOTATION

A unique notation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The notation is defined in Figure 1:
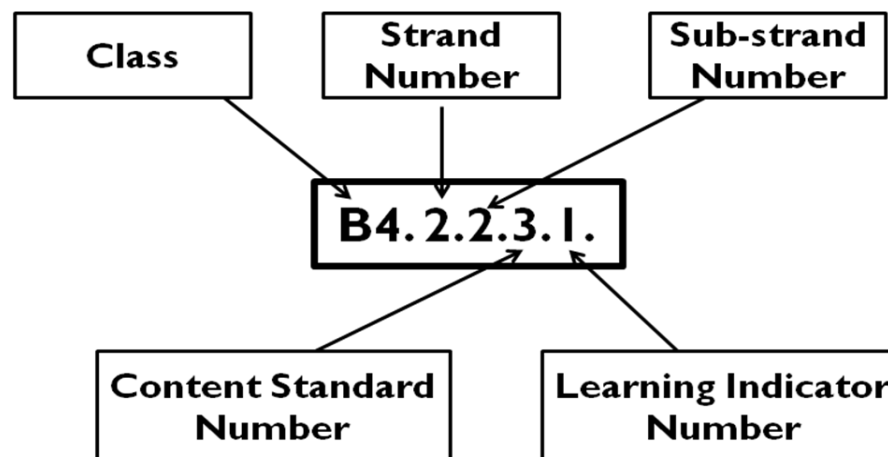
Fig. 1: Curriculum Reference Numbers

b)   Structure: The curriculum is structured into two phases:
- Phase One (Lower Primary) B1 – B3
- Phase Two (Upper Primary): B4 – B6.

Each curriculum phase has two strands – Visual Arts and Performing Arts.

1.   **Visual Arts Strand**: Visual Arts consist of the following learning areas
   - Two-dimensional arts: drawing, painting, colour work, printmaking, patternmaking, lettering and camera/electronic arts etc.
   - Three-dimensional art: modelling, casting, carving, weaving (fibre arts), paper craft (origami/quilting art), sewing/stitching, crocheting, construction and assemblage

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

- Type of artworks
- People who make the artworks
- Theme or topic
- Materials they use
- Tools they use
- Methods of production
- Uses of the artworks

2. **Performing Arts Strand**: Performing Arts consists of the following learning areas
   - Music
   - Dance
   - Drama

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

- Types of compositions
- People who compose or perform the artworks
- Theme or topics
- Materials and elements they use
- Instruments they use
- Methods of production
- Uses of the artworks.

The Sub-Strands

There are four interrelated Sub-Strands:

1. Thinking and exploring ideas: conceptualisation, ideating or development of ideas
2. Planning, making and composing: designing, creating and choreographing
3. Displaying and sharing: exhibition and performance
4. Appreciating and appraising: observation, responding or criticism/judgment

The sub-strands are linked to each other as stages in the creative process as shown in the diagram. This process starts with generating ideas from memory, imagination or past experiences and turning those ideas into artworks. The stages are cyclical in a manner that emphasises the idea of thinking that goes on in the mind as the artist creates the works that can be seen, touched, listened to and enjoyed to express own views and feelings. Below is an explanation of how the creative process/cycle evolves.

- The first stage of the cycle is 'thinking and exploring ideas'. During this stage, learners are guided to generate ideas based on the following sources:
  i. The history and culture of the people (local community, other communities in Ghana and around the globe). The history and culture of the people include the origin or migration story of the people, their belief systems, festivals, food, clothing, songs, dirges and games
  ii. Artworks of the people at local, national and international levels. The artworks of the people include their body arts, carvings, music and dance.
  iii. Artists/Artistes at local, national and international stage. These include painters, musicians, carvers, weavers, dancers, poets, drummers, etc.
  iv. Natural and man-made environments. These are the physical and social environments which include plants, animals, rivers, mountains, lakes, markets, schools, buildings, bridges, etc.
  v. Topical local/national/global issues: These are issues that influence or affect human life and the environment. They are mainly results of human activities and natural occurrences. Examples include education, health, waste management, climate change, road safety and energy efficiency.

  Through individual and group activities, learners imagine, brainstorm and generate ideas based on past experiences. The process involves identification of a problem or gap and making an effort to find solutions to it. For example, learners (individually or in groups)realise that some members of the local community who dedicated their lives to the development of their people have not yet been honoured. They can therefore decide to make an artefact or compose a poem/song to honour them.

- The second stage is 'planning, making and composing'. At this stage, learners (individually or in groups) are guided to plan (design) and make or compose artworks through exploration with available tools, materials, elements and instruments. For visual arts, learners may choose to design and make a decorative item: woven item, carved plaque or framed citation etc. to honour the identified heroes/heroines. For the performing arts, learners may compose and perform music/poem, dance or drama in honour of the identified heroes/heroines.

- The third stage is 'displaying and sharing through exhibition and performance'. At this stage, learners (individually or in groups), plan and exhibit or put up a performance to an audience to share their ideas and experiences.

- The fourth stage of the cycle is 'appreciating and appraising'. Learners look at, listen to, examine, think about and express own views and feelings about own and others artworks. At this stage, learners reflect, evaluate and judge. They use the experiences gathered through feedback from peers and other people to generate new ideas for the next cycle of the creative process.

EXPECTED LEARNING OUTCOMES

Outcomes are statements of knowledge, skills, experiences and values expected to be achieved by the learner at the end of a given stage of learning. They are achieved through a well-coordinated class and out of class curriculum and co-curricular activities that engage learners. Every expected outcome is equally important in realising the overall objectives of the creative arts curriculum. The expected outcomes are:

- demonstration of in-depth understanding and use of visual arts resources and techniques to undertake independent studio arts to solve identified problems.
- demonstration of significant physical, technical and expressive/performance skills, engagement in creative processes, collaboration across domains, and production dance, drama, music, etc. for an occasion/event.
- application of critical thinking and creative/artistic skills and concepts (Generic Skills) into other fields of study.
- engagement in critical self-reflection, curiosity, self-motivation, and entrepreneurial spirit for academic progression and job placement

Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues

CURRICULUM – SCOPE AND SEQUENCE

STRANDS	SUB-STRANDS	CONTENT STANDARDS	B1	B2	B3	B4	B5	B6
1. Visual Arts 2. Performing Arts	Thinking and exploring ideas	CS1: Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues						
	Planning, making and composing	CS2: Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities						
		CS3: Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues						
	Displaying and sharing through exhibition and performance	CS4: Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.						
		CS5: Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.						
	Appreciating and appraising	CS6: Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports						
		CS7: Demonstrate the ability to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications						

BASIC I

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues	**B1 1.1.1.1** **Think about the people who live in the local community and describe what you know about their history and their culture or way of life** Learners are to: • think about the different groups of people who live in the local community (your village, town, city or district); • share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started); • share stories that describe the culture or way of life (including their language, the food they eat, their dressing, type of buildings, farming tools, way of cooking, body marks, songs, dances, artworks) of people in the community; • listen to and ask questions about stories told by community elders or resource persons that explain the history and culture of the people in the community; • take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community. Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos of artworks on the internet; • use ideas gained to plan to create own visual artworks that describe the people and how they live describe who the people are and how they live. **B1 1.1.1.2** **Think about and describe the different visual artworks that are produced or found in the local community** Learners are to: • think about visual artworks (including drawings, clay pots, posters, wood carvings, calendars) they know of or have seen in the community; • look at photographs or pictures that show artworks in books, catalogues, magazines and identify them by name or what they are made of or used for; • identify and share ideas about different kinds of visual artworks that are produced or found in the local community;	**Critical Thinking** **Digital Literacy** **Collaboration** **Communication**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues	• visit the workplace of a visual artist (graphic designer making prints on T-shirts, pottery artist making clay pots, textile artist weaving Kente, sculptor making cement statue, etc.) to observe, ask questions, make notes and learn about their work practices; • record knowledge gained for planning own visual artworks. **B1. 1.1.1.3** **Reflect on own experiences and talk about how the visual artworks produced or found in the local community reflect the natural environment** Learners are to: • show knowledge about natural things (e.g. stone, wood, feather); • describe what makes up the natural environment (e.g. plants, rivers, animals, clouds). Where possible, use ICT devices to watch videos on the natural environment; • take out-of-classroom walk to observe natural objects in the surroundings and collect samples and/or take photographs; • organise the sample of natural objects and study their features variety of colours, shapes, size, etc. observed in them; • organise the sample of natural objects collected to create a 'natural learning corner' in the classroom; • share ideas about the sample of natural objects • develop ideas for drawing and colouring pictures, modelling • consider the features of the things observed in the natural environment, e.g. beauty, size, smoothness, roughness, hardness, softness, how shiny, variety, repetition, weight, space, shape, form, line, colour, texture).	**Critical Thinking** **Digital Literacy** **Collaboration**

STRAND 1: VISUAL ARTS
SUB-STRAND 1: Thinking and Exploring Ideas

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues	**B1 1.1.1.4** **Explore own experiences and talk about how the visual artworks produced or found in the local community reflect local topical issues** Learners are to: • reflect on conditions in the local community and identify topical issues (e.g. choked gutters, flooding, road safety) of concern to the people • talk about the causes of the local topical issues (e.g. plastic materials, sand winning, buildings on water ways) in the local community • share ideas on how the features of any local visual artwork reflect any topical issue experienced in the community • explore how topical issues can influence the making of visual artworks • use knowledge gained to make decisions for improvising own visual artworks that express their views of topical issues experienced in the community.	**Critical Thinking** **Creativity and Innovation** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues	**B1 2.1.1.1** **Think about the people who live in the local community and describe what you know about their history and their culture or way of life** Learners are to: • think about the different groups of people who live in the local community (your village, town, city or district) • share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started) • share stories that describe the culture or way of life (including their language, the food they eat, their dressing, type of buildings, farming tools, way of cooking, body marks, songs, dances, artworks) of people in the community • listen to and ask questions on stories told by community elders or resource persons that explain the history and culture of the people in the community • take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community. Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos on the internet • use ideas gained to plan to create own performing artworks that describe the people and how they live. **B1 2.1.1.2** **Think about and describe the different performing artworks that are produced or performed in the local community** Learners are to: • think about performing artworks (music, dance, drama, poetry) they know of or have seen produced or performed in the local community • look at photographs or pictures or watch videos that show different music, dance and drama performances and identify them by name or talk about how these performing artworks are produced or used for in the community • share and act familiar music, dance and drama in the local community; • identify and share ideas about different kinds of performing artworks	**Critical Thinking** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues	• that are produced or performed in the local community • visit the workplace of a performing artist (e.g. musician, dancer, poet, choreographer) to observe, ask questions, make notes and learn about their instruments and work practices • record knowledge gained for improvising own performing artworks. **B1 2.1.1.3** **Reflect on own experiences and talk about how the performing artworks produced or performed in the local community reflect the natural environment** Learners are to: • show knowledge about natural things or objects (e.g. stone, wood, feather); • describe what makes up the natural environment (e.g. plants, rivers, animals, clouds). Where possible, use ICT devices to watch videos on the natural environment; • take out-of-classroom walks to observe natural things and objects in the local surroundings and collect samples and/or take photographs or make videos of the natural environment • organise samples of natural objects collected to create a 'natural learning corner' in the classroom • observe the natural objects carefully and talk about their features (e.g. colour, shape, size, smoothness, roughness, weight, sound they make, movements) • share ideas about how any of the natural objects collected can be used to produce or perform music, dance or drama in the local community • use ideas gained to improvise own performing artworks that express knowledge of the natural environment.	**Creativity and Innovation** **Digital Literacy** **Critical Thinking** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues	**B1 2.1.1.4** **Explore own experiences and talk about how performing artworks produced or performed in the local community reflect local topical issues** Learners are to: • reflect on conditions in the local community and identify topical issues (e.g. choked gutters, flooding, road safety) of concern to the people • talk about the causes of these local issues (e.g. plastic materials, sand winning, buildings on water ways) in the local community • share ideas on how the features of any local music, dance or drama reflect any topical issue experienced in the community • explore how topical issues can promote the making of performing artworks • use knowledge gained to improvise own performing artworks that express own views on topical issues experienced in the community.	**Critical thinking** **Collaboration**

STRAND 1: VISUAL ARTS
SUB-STRAND 2: Planning, Making and Composing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.	**B1 1.2.2.1** **Reflect on own experiences of visual artworks produced or found in the local community to plan for making own artworks from imagination to reflect the history and culture or way of life of the people** Learners are to: • refresh their memory on visual artworks that are produced or found in the local community; • recall all kinds of visual artworks that reflect the history and culture of the people; • make decisions on how the artworks (e.g. drawing, poster, clay, modelling) they plan to make will reflect the history and culture or way of life of people in the local community. **B1 1.2.2.2** **Develop ideas for making own visual artworks that express own understanding of visual artworks produced or found in the local community** Learners are to: • develop own ideas on the nature of visual artworks produced or found in the local community (e.g. clay pots, baskets, carvings, beads); • make decisions on tools, materials and visual arts making methods that are suitable for making those artworks; • plan how the choice of artworks will be made to express the history and culture/way of life of people in the local community; • make pencil and crayon doodles/ scribbles/outlines to define the choice of artworks they have in mind.	**Critical Thinking** **Creativity and Innovation** **Decision Making** **Cultural Identity**

STRAND 1: VISUAL ARTS
SUB-STRAND 2: Planning, Making and Composing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.	**B1 1.2.2.3** **Explore available means of using relevant visual arts making tools, materials and methods to make own artworks that reflect the natural and man-made environments of the local community** Learners are to: • recall ideas gathered on the making and use of visual artworks that are produced or found in the local community; • refine own ideas on visual art making tools, materials and methods used by the local artists; • organise and develop own ideas, knowledge an understanding of what makes up the natural and man-made environment; • make pencil/crayon outlines to define the artworks they plan to make to reflect the natural and man-made environments. **B1 1.2.2.4** **Make firm decisions on the relevant visual arts making tools, materials and methods for creating own visual artworks that reflect local topical issues in the local community** Learners are to: • recall from memory what current issues are of concern to people in the local community; • recall the selection of local artworks that reflect current topical issues of concern to the local community; • make pencil/crayon outlines to define the artworks they plan to make to reflect the topical local issues;	**Critical Thinking** **Creativity and Innovation** **Decision Making** **Cultural Identity**

STRAND 2: PERFORMING ARTS
SUB-STRAND 2: Planning, Making and Composing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.	**B1 2.2.2.1** **Reflect on own experiences of performing artworks that are produced or performed in the local community to plan for creating own artworks that will reflect the history and culture or way of life of people in the local community** Learners are to • refresh their memory on music, dance and drama that are produced or found in the local community; • recall all kinds of music, dance, drama that reflect the history and culture of the people; • make decisions on how the performing artworks they plan to make or perform will reflect the history and culture or way of life of the people. **B1 2.2.2.2** **Develop ideas for making own artworks that express own understanding of performing artworks produced or performed in the local community** Learners are to: • develop ideas on the nature of performing artworks (music, dance and drama) produced or performed in the local community • make decisions on instruments, resources and techniques that are suitable for making these performing artworks • plan how the choice performing artworks will be made to express the history and culture or way of life of people in the local community. • Record ideas to define the choice of artworks they have in mind.	**Decision Making** **Creativity and Innovation** **Critical Thinking** **Cultural Identity**

STRAND 2: Performing Arts
SUB-STRAND 2: Planning, Making and Composing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.	**B1 2.2.2.3** **Explore available means of using relevant performing arts instruments, resources and methods to create own artworks that reflect the natural and manmade environments of the local community** Learners are to: • recall ideas gathered on the making and use of the music, dance and drama artworks in the local community • refine own ideas on the instruments, resources and methods used by local performing artists • organise and develop own ideas on what makes up the natural and manmade environments • plan for making own performing artworks that will reflect the natural and manmade environments of the local community. **B1 2.2.2.4** **Make firm decisions on the relevant performing arts instruments, resources and methods for making own artworks that will reflect topical issues in the local community** Learners are to: • recall from memory what current issues are of concern to people in the local community • recall the selection of local performing artworks that reflect these topical issues in the local community. • define the artworks they plan to make that will reflect these local topical issues.	**Decision Making** **Creativity and Innovation** **Critical Thinking** **Cultural Identity**

STRAND 1: VISUAL ARTS
SUB-STRAND 2: Planning, Making and Composing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 1.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	**B1 1.2.3.1** **Create own artworks from imagination using available tools, materials and methods to represent visual artworks produced or found in the local community that reflect the history and culture or way of life of the people** Learners are to: • carefully select and use available tools, materials and methods of production to make own visual artworks such as drawing, doodling, patterns and modelling that reflect the history and culture of the people • create useful artworks that reflects the history and culture of the local community, such as stools and symbols. **B1 1.2.3.2** **Create own artworks from imagination to express own ideas of the visual artworks produced or found in the local community that reflect the natural and manmade environments** Learners are to: • recall visual artworks produced or found in the local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads) • make prints or line drawings of available visual artworks and use them to create patterns.	**Decision Making** **Creativity and Innovation** **Critical Thinking** **Cultural Identity**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 1.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	**B1 1.2.3.3** **Create own visual artworks to express own views, knowledge and understanding of topical issues in the local community** Learners are to: • make artworks to reflect some topical issues in the local community • make own drawings and colour them to educate the local community on those topical issues. **Suggested process/steps:** • *select and use suitable and appropriate materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting; glue for bonding);* • *select and use suitable and appropriate tools and equipment available (e.g. brush for painting; scissors and cutting knives for cutting);* • *select and use suitable and appropriate methods of production (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);* • *select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying).* **Note:** produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, weaving, sewing, cutting, folding.	**Decision Making** **Creativity and Innovation** **Critical Thinking**

STRAND 2: PERFORMING ARTS
SUB-STRAND 2: Planning, Making and Composing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 2.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	**B1 2.2.3.1** **Create own artworks based on performing artworks produced or performed in the local community that reflect the history and culture or way of life of the people** Learners are to: • plan and perform basic dance movements and patterns based on dances performed in the local and community • select and use suitable and appropriate instruments and resources such as drums, shakers, rattles and whistles to create own music, dance and drama. **B1 2.2.3.2** **Create own artworks to express own ideas of performing artworks produced or found in the local community that reflect the natural and manmade environments** Learners are to: • perform basic movements and style of local music, dance and drama artworks that reflect the natural and manmade environments in the local community • perform own music, dance and drama using available instruments, resources and techniques in the local community to express ideas about the natural and manmade environments. **B1 2.2.3.3** **Create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community** Learners are to: • perform own music, dance and drama that reflect the identified topical issues in the local community;	**Decision Making** **Creativity and Innovation** **Critical Thinking**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 2.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	• make other performing artworks to educate the people on the effects of those local topical issues. **Suggested process/steps** • *select and use suitable and appropriate instruments, elements, resources, equipment available (e.g. drums, flutes, bells, shakers, rasps, xylophones, finger pianos, rattles, clappers, castanets, horns, whistles, harps, costumes, props)* • *select and use suitable and appropriate manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation and guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements and dramatization)* • *select/create props, scenery, and costumes for different styles and performances which support and enhance the intent of a production;* • *Demonstrate basic knowledge and skills in the use and application of the elements and principles of design, instruments, methods and techniques freely in creative and expressive ways to produce own music, dance and drama.* **Note:** produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, directing, creating, imitating, drumming, role-playing, gesturing, miming and mimicking.	**Creativity and Innovation** **Collaboration**

STRAND 1: VISUAL ARTS
SUB-STRAND 3: Displaying and Sharing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 1.3.4. Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	**B1 1.3.4.1** **Plan a display of own artworks to share creative experiences based on visual artworks produced or found in the local community that reflect the history and culture of the people** Learners are to: • watch a short video on an exhibition or visit an exhibition centre or gallery • discuss the need for displaying portfolio of own visual artworks • plan a display of own portfolio of visual artworks (e.g. drawings, colour work, patterns) to share, educate and inform the public on the history and culture of people in the local community. **B1 1.3.4.2** **Plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in the local community** Learners are to: • clean the classroom or available space and organise it for the exhibition; • plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in the local community. **B1 1.3.4.3** **Plan a display of own visual artworks to share own creative experiences based on ideas that reflect topical issues in the local community** Learners are to: • talk about how to display artworks (e.g. by hanging, draping and spreading) • plan the arrangement of own artworks to share, educate and inform the public on the topical issues of the local community.	**Decision Making** **Creativity and Innovation**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

B1 1.3.4. Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	*Suggested Process/Steps*
	• *discuss the need for displaying portfolio of own and/or others visual artworks,*
	• *develop a roadmap for the exhibition by:*
	  - *fixing a date*
	  - *selecting a venue*
	  - *inviting an audience*
	• *select and agree on a theme for the exhibition by brainstorming, discussing and reaching a consensus;*
	• *send manual and/or electronic invitations (e.g. letters, announcements, posters, and jingles) to target audience;*
	• *select works for the exhibition by considering criteria such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance, mode of display: hanging, draping, spreading;*
	• *getting ready: plan the layout of the exhibition, prepare labels for the works (e.g. title, name of artist, date), clean and tidy up the exhibition hall and environment.;*
	• *post exhibition/display activities: cleaning, appreciation, appraisal, evaluation, reporting etc.*
	
	Note: plan a display of portfolio of own visual artworks to share, educate and inform the public
		Creativity and Innovation
		
		Collaboration

STRAND 2: PERFORMING ARTS
SUB-STRAND 3: Displaying and Sharing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 2.3.4. Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	**B1 2.3.4.1** **Plan a display of own artworks to share own creative experiences based on performing artworks that reflect the history and culture or way of life of the people** Learners are to: • watch a short video or live performances that reflect the history and culture of the people in Ghana • discuss the need for displaying portfolio of own performing artworks • plan a display of portfolio of own music, dance and drama compositions to share, educate and inform the public on the history and culture of people in the local community. **B1 2.3.4.2** **Plan for a display of own performing artworks to share own creative experiences based on ideas that reflect the natural and manmade environments in the local community** Learners are to: • watch a short video that reflect the natural and manmade environments in the local community; • select compositions according to factors such as creativity and originality; • plan the arrangement of own music, dance and drama to share own views on the natural and manmade environments of the local community. **B1 2.3.4.3** **Plan a display of own performing artworks to share own creative experiences based on ideas that reflect topical issues in the local community** Learners are to: • watch a short video that reflects topical issues in the local community; • plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community.	**Decision Making** **Creativity and Innovation** **Collaboration** **Cultural Identity**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

B1 2.3.4. Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	*Suggested Processes/Steps*
	• *discuss the need for performing collection of own and/or others music, dance and drama.*
	• *develop a roadmap for the event (performance):*
	  - *fixing a date*
	  - *selecting a venue*
	  - *inviting an audience*
	• *select and agree on a theme for the performance by brainstorming, discussing and reaching a consensus;*
	• *send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp);*
	• *select own and/or others compositions for the event/performance, by considering factors like creativity and originality, relevance to the theme, social and cultural importance, mode of performance (monologue/solo/group), costumes, props;*
	• *getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners);*
	• *post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.*
	
	Note: plan a performance of own music, dance and drama to educate, inform and entertain the public
		Decision Making
		
		Creativity and Innovation
		
		Collaboration

STRAND 1: VISUAL ARTS
SUB-STRAND 3: Displaying and Sharing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 1.3.5. Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events	**B1 1.3.5.1** **Exhibit own artworks to share own creative experiences of visual artworks that reflect the history and culture or way of life of people in the local community** Learners are to: • display portfolio of own visual artworks to educate and inform the public on the history and culture of people in the local community. **B1 1.3.5.2** **Exhibit own artworks to share own creative experiences of visual artworks that reflect the natural and manmade environments of the local community** Learners are to: • display portfolio of own visual artworks to educate and inform the public on the natural and manmade environments of the local community. **B1 1.3.5.3** **Exhibit own artworks to share own creative experiences of visual artworks that reflect topical issues in the local community** Learners are to: • display portfolio of own visual artworks to educate and inform the public on topical issues in the local community. ***Suggested Processes/Steps*** • *decide on the types and number of artworks to exhibit and mount them based on the space available and the theme for the exhibition e.g. artworks that best tell the story of the exhibition or theme;*	**Decision Making** **Creativity and Innovation** **Cultural Identity**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 1.3.5. Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events	• *assign individual and group tasks and responsibilities and ensure they are carried out successfully e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors' books.* • *display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits;* • *label the works using manual (calligraphy writing) or ICT (computer prints): name of artist, title of work, size of work, and date of production;* • *check/monitor visitors in order to prevent improper practices e.g. touching, lifting, handling and/or taking away some of the exhibits* • *opening and closing of exhibition;* • *cleaning, appreciation, appraisal, evaluation, reporting etc.* **Note:** display portfolio of own visual artworks to document, educate and inform the public on the community.	**Decision making** **Creativity and Innovation** **Cultural Identity** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 2.3.5. Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events	**B1 2.3.5.1** **Perform or present own artworks to share own creative experiences of performing artworks that reflect the history and culture or way of life of people in the local community** Learners are to: • watch a video or live performance of music, dance and drama on the culture of the local community; • plan to perform some of the music, dance and drama performed during a festival; • plan to perform own music, dance and drama compositions to share with, educate and inform the public on own knowledge and understanding of the history and culture of the local community. **B1 2.3.5.2** **Perform own artworks to share own creative experiences of performing artworks that reflect the natural and manmade environments in the local community** Learners are to: • plan to perform own music, dance and drama to share, educate and inform the target audience on things that reflect the natural and manmade environments in the local community; • plan to present some of the music, dance and drama performed in the local community. **B1 2.3.5.3** **Perform own artworks to share own creative experiences of performing artworks that reflect topical issues in the local community** Learners are to: • watch a video or live performances of music, dance and drama on the	**Decision Making** **Creativity and Innovation** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 2.3.5. Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events	culture of the local community; • plan to perform own music, dance and drama to share with, educate and inform the target audience on things that are topical issues found in the local community. ***Suggested Process/Steps*** • *decide on the types and number of performances to perform during the event based on the theme, time available and the expected audience i.e. performances best tell the story or theme of the event.;* • *assign individual and group tasks and responsibilities and ensure they are carried out successfully e.g. master of ceremony, ushering and introduction of special guests and other dignitaries to the show (e.g. explaining the concepts/title of the compositions, performances and the theme for the event, recording of comments and suggestions);* • *Sequencing of performances to best tell the story of the event from the beginning to climax;* • *following the programme of the day: opening, performances and closing;* • *cleaning, appreciation, appraisal, evaluation, reporting etc.* **Note:** perform own music, dance and drama to educate inform and entertain the public.	**Decision Making** **Creativity and Innovation** **Collaboration** **Digital Literacy**

STRAND 1: VISUAL ARTS
SUB-STRAND 4: Appreciation and Appraisal

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.1.4.6. Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	**B1 1.4.6.1** **Agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks** Learners are to: • agree to the guidelines to view, examine and come out with meaning from visual artworks; • express own feelings and ideas about own and others' displayed artworks. **B1 1.4.6.2** **Use the agreed guidelines to examine and derive meaning from own and others' displayed visual artworks** Learners are to: • agree to the guidelines to critically examine and come out with meaning from visual artworks; • express own feelings and ideas about own and others' displayed artworks. ***Suggested Process/Steps*** • *discuss and accept a guide for appreciating and appraising own and/or others visual artworks based on the guidelines suggested above;.* • *identify the correct vocabularies to use for appreciating and appraising artworks;* • *agree on what to use the appraisal report for and how to share it;* • *agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;* • *fix a day/date for the appreciation/appraisal/jury;* • *select own/others artwork to talk about using the accepted guide.*	**Decision Making** **Creativity and Innovation** **Communication**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.1.4.6. Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	**Note:** respond, appreciate and appraise exhibited/displayed own and others visual artworks. Use the following guidelines: 1. **Description of the work:** the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work; 2. **Subject matter:** meaning, message, topic, mood, feelings, historical, religious, environment, global warming; 3. **Appraisal:** what the work can be used for, likes, good things in the work, beauty social and cultural value, correlation (connection to other areas of learning); 4. **Experiences to share:** the design process through thinking and composing, planning and making, displaying and sharing etc.	**Decision Making** **Creativity and Innovation** **Communication**

STRAND 2: PERFORMING ARTS
SUB-STRAND 4: Appreciating and Appraising

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.2.4.6. Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	**B1 2.4.6.1** **Agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed performing artworks** Learners are to: • agree on guidelines for use to view, examine and come out with meaning from music, dance and drama to express own feelings and ideas of own and others' performed artworks. **B1 2.4.6.2** **Use the agreed guidelines to examine and derive meaning from own and others' displayed performing artworks** Learners are to: • agree on the guidelines to critically examine and come out with meaning of own and others' performed artworks ***Suggested Process/Steps*** • *discuss and accept a guide for appreciating and appraising own and/or others' compositions and performances as suggested above;* • *identify the correct vocabularies to use for appreciating and appraising music, dance and drama;* • *agree on what to use the appraisal report for and how to share it;* • *agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;* • *fix a day/date for the appreciation/appraisal/jury.* **Note:** respond to, appreciate and appraise own and/or others' music, dance and drama. Use the following guidelines: 1. **Music:** theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music. 2. **Dance:** theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics. 3. Drama: characterization, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.	**Decision making** **Creativity and Innovation** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 1.4.7. Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	**B1 1.4.7.1** **Examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines** Learners are to: • view and make informed decisions on agreed guidelines by using the senses and movement; • assess based on established guide for judging artworks by using the theme, subject matter, media, techniques, elements; • recognise the characteristics of own and others' displayed visual artworks • talk about the usefulness of the displayed visual artworks; • identify future modifications that can be made to enhance the usefulness. **B1 1.4.7.2** **Report own views and feelings about the displayed visual artworks and suggest how the artworks can be modified or improved** Learners are to: • display (real/photographs/video) selected own and others' displayed visual artworks • talk about the works dispassionately using agreed guidelines; • use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks. *Suggested Process/Steps* • *talk about appreciate and appraise own and/or others' visual artworks, using the guidelines above dispassionately;* • *use the outcome of the appreciation/appraisal to modify the product or to produce similar artwork.;* • *record/document the activity and share using platform accepted social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp, etc.*	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 1.4.7. Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	**Note:** talk about, appreciate and appraise exhibited/displayed own and others' visual artworks (2-Dimensional and 3-Dimensional). Use the following guidelines: 1. **Description of the work:** the elements in the work (dots, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work; 2. **Subject matter:** meaning, message, topic, mood, feelings, history, religion, environment. 3. **Appraisal**: what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connection to other areas of learning. 4. **Experiences to share**: the design process through thinking and composing, planning and making, displaying and sharing etc.	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

STRAND 2: Performing Arts
SUB-STRAND 4: Appreciating and Appraising

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 2.4.7. Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	**B1 2.4.7.1** **Examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines** Learners are to: • based on agreed guidelines assess the value and recognise the characteristics • assess based on established guidelines for judging performing artworks by using the theme, subject matter, media, techniques, elements • express own likes and dislikes about the music, dance and drama artworks • make suggestions for developing own and others' music, dance and drama artworks **B1 2.4.7.2** **Report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved** Learners are to: • display (real/photographs/video) selected own and others' displayed performing artworks • talk about the works dispassionately using agreed guidelines; • use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artwork. *Suggested Process/Steps* • *talk about appreciate and appraise own and/or others' compositions and performances using the guidelines above dispassionately;* • *use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance;* • *record/document the activity and share using an accepted social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp etc..*	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1 2.4.7. Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	**Note:** respond, appreciate and appraise own and/or music, dance and drama, and analyse the performances based on the concepts, subject matter, elements and principles of design, techniques, style, creativity, use of costumes, makeup, use of instruments, social and cultural relevance, correlation etc. for documentations, recordings and sharing, using the following guidelines: • *Music:* theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music • *Dance:* theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics; • *Drama*: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics and creativity,	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

BASIC 2

STRAND 1: VISUAL ARTS
SUB-STRAND 1: Thinking and Exploring Ideas

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues	**B2 1.1.1.1** **Explore own experiences to talk about visual artworks that reflect the history and culture of people in other Ghanaian communities** Learners are to: • watch documentaries on the history and culture of people from other parts of Ghana; • identify the history and culture of people from other parts of Ghana to identify their cultural activities such as their food, taboos, religion, festivals, buildings, symbols of authority; • interview and interact with leaders of the community such as ethnic groups and associations (e.g. Ga, Ewe, Akan, Dagaare), heads of institutions and traditional leaders; • visit historical sites, museums, galleries, etc; • document and record the visits by taking photographs, making videos, making line sketches and collecting objects of historical importance to develop a 'historical learning corner' in the classroom; • draw concepts and ideas from the culture of the different groups of people for designing symbolic and functional visual artworks. **B2 1.1.1.2** **Explore own experiences to talk about visual artworks that are produced or found in other communities in Ghana** Learners are to: • talk about the visual artworks produced or found in other parts of Ghana (e.g. pots, wood carvings, woven baskets, woven/printed and dyed fabrics, leather products, canoes, cane/wood furniture, road signs, posters, jewellery, billboards)	**Critical Thinking** **Decision Making** **Creativity and Innovation** **Digital Literacy** **Communication**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues	• discuss the materials and tools that were/are used in making these artworks, the processes and production techniques, and how they are used • discuss the theme of the artworks and its social and cultural importance; • identify those who make artworks; • study the subject matter of the different artworks; • examine the type of materials used in making the artworks; • probe how the artworks are made, how they are made, the safety rules that are observed, taboos (if any) associated with the visual artworks; • explore the symbolism, function and uses of these artworks.	**Critical Thinking** **Decision making** **Creativity and Innovation** **Digital Literacy** **Communication**

STRAND 1: VISUAL ARTS
SUB-STRAND 1: Thinking and Exploring Ideas

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

B2 1.1.1
Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues
	B2 1.1.1.3
	Reflect on own experiences to talk about visual artworks that reflect the natural and manmade environments in other communities in Ghana
	Learners are to:
	• identify and talk about the natural and manmade environment (e.g. plants, animals, rivers, buildings, recreational centres, roads, bridges, markets, shopping malls);
	• engage in a five minutes' environmental walks to observe elements of design (e.g. lines, shapes, colour) and principles of design (e.g. rhythm, balance, proportion) that can be seen in the natural and manmade
	    environments (e.g. vegetation, animals, birds, buildings, recreational centres, roads, bridges, markets, shopping malls, drains, highlands, beaches)
	• collect some samples of objects found in the natural and manmade environments (e.g. bottles, pebbles, packages, bottle tops, stones, shells, twigs, fibre, straw, flowers) to create a 'learning corner' in the classroom and for general discussions and appreciation;
	• document and record the things and objects found in the natural and manmade
	    environments by taking photographs and making videos for preservation, storage, referencing
	• consider the characteristics of the things observed in the natural environment (e.g. clean, neat, dirty, beautiful, huge, big, small, young, old, smooth, rough, hard, soft, shiny, balanced, colour, tone, mood, tall, short, long, heavy, light, space, shape, form, line) to form ideas for making own artworks.
		Critical Thinking
		
		Decision Making
		
		Creativity and Innovation
		
		Digital Literacy
		
		Communication

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues	**B2 1.1.1.4** **Reflect on own experiences to talk about visual artworks produced or found in other parts of Ghana that reflect topical issues in those communities** Learners are to: • discuss the topical issues (e.g. no rainfall, rising temperatures, poor disposal of waste, road safety, burglary) experienced in other communities in Ghana; • identify the causes of those topical issues; • discuss how to reduce or prevent these topical issues (e.g. protecting the environment, safe use of roads by pedestrians, motorbike riders, drivers of vehicles, and passengers); • discuss ways to instil good habits to save the natural environment at home and in the school.	**Critical Thinking** **Decision Making** **Creativity and Innovation** **Digital Literacy** **Communication**

STRAND 2: PERFORMING ARTS
SUB-STRAND1: Thinking and Exploring Ideas

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues	**B2 2.1.1.1** **Explore own experiences to talk about performing artworks that reflect the history and culture of people in other communities in Ghana** Learners are to: • watch documentaries on the history and culture of people from other parts of Ghana; • identify the history and culture of people from other parts of Ghana by studying their cultural activities such as staple foods, dressing, festivals, buildings, chiefs; • listen to stories told by resource persons or interview leaders of different ethnic groups and associations (e.g. Ga, Ewe, Akan, Dagaare), opinion leaders, traditional rulers; • visit historical sites such as centres for national culture, theatres, museums, galleries, festival grounds, studios of performing artists, and performing arts departments of educational institutions. Where possible, record the visits by taking photographs, making videos, making line sketches and collecting samples of objects that show the history and culture of people from other parts of Ghana; • organise collection of samples to create a 'history learning corner' in the classroom; • draw concepts and ideas from the activities to plan own performing artworks that express the history and culture of the people studied. **B2 2.1.1.2** **Explore own experiences to talk about performing artworks that reflect people in other communities in Ghana** Learners are to: • brainstorm on performing artworks (e.g. music, dance and drama) that are produced or performed by people in other parts of Ghana. • discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing those artworks;	**Decision Making** **Critical Thinking** **Creativity and Innovation** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues	• study the subject matter of those artworks and explore their importance and the occasions on which they are performed; • probe how the artworks are made, who makes them, the safety rules that are observed and taboos (if any) associated with these performing artworks; • improvise the skills and techniques observed in the performing artworks.	**Decision Making** **Critical Thinking** **Creativity and Innovation** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues	**B2 2.1.1.3** **Explore own experiences to talk about performing artworks that reflect the natural and manmade environments in other communities in Ghana** Learners are to: • talk about the natural and manmade environments (e.g. plants, animals, rivers, buildings, recreational centres, roads, bridges, markets, shopping malls); • engage in out-of-classroom walks to observe the surroundings and assess the state of the natural and built environment for making performing artworks; • document the things found in the natural environment (e.g. movement and sounds made by vehicles, animals, birds, insects, waves, waterfalls, church bells and call to worship) by writing notes, or by audio or video recordings of sounds • collect samples of objects and things found in the surroundings (e.g. bottles, packaging, bottle tops, stones, shells, twigs, fibre, straw, flowers) to create a 'learning corner' in the classroom • discuss the characteristics of the things observed in the natural and manmade environments (e.g. slow or fast movement of crawling, running, walking, hopping, swinging, rolling, and jumping animals; rattling fruit pods); • find concepts from the written notes or recordings for composing own songs, stories or poems, and choreographing dance movements based on the natural and manmade environments. **B2 2.1.1.4** **Explore own experiences to talk about performing artworks that reflect topical issues in other communities in Ghana** Learners are to: • discuss the topical issues (e.g. no rainfall, rising temperatures, flooding, domestic and bush fires, road safety, burglary) of concern in Ghana; • identify the causes of these topical issues (e.g. deforestation, poor waste	**Digital Literacy** **Communication** **Collaboration** **Critical Thinking**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and the topical local/national/global issues	• disposal, unsafe driving, illegal mining); • brainstorm on how these topical issues can be reversed or prevented; develop own ideas and concepts for composing and performing own music, dance and drama based on topical issues in other communities	**Digital literacy** **Communication** **Collaboration**

STRAND 1: VISUAL ARTS
SUB-STRAND 2: Planning, Making and Composing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities.	**B2 1.2.2.1** **Generate ideas to make own artworks based on visual artworks that reflect the history and culture of people in other communities in Ghana** Learners are to • brainstorm on visual artworks that are produced or found in other parts of Ghana; • share ideas about the features of the visual artworks produced or found in those communities in Ghana (e.g. clay pots, straw and cane baskets, woven and printed fabrics, leather products, wood carvings, glass and stone beads, jewellery); • make outline drawings to define those visual artworks • use ideas they have gathered about visual artworks made or found in other communities to plan own artworks that reflect the history and culture of people in the identified Ghanaian communities. **B2 1.2.2.2** **Make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana** Learners are to: • experiment with carefully selected materials and tools to learn about their usefulness for designing and making visual artworks; • explore and experiment with available tools, materials, resources and techniques to plan for making specific artworks that represent visual artworks made in other Ghanaian communities.	**Decision Making** **Creativity and Innovation** **Collaboration** **Cultural Identity**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities	**B2 1.2.2.3** **Experiment with available visual arts tools, materials and methods to create own visual artworks that reflect the natural and manmade environments of other Ghanaian communities** Learners are to: • engage in environmental walks and watch documentaries on the natural and manmade environments • explore the natural and manmade environments to select available materials and tools (e.g. newsprint, 2B pencil, crayon, charcoal) that are suitable for making artworks; • explore the nature and suitability of the tools for designing and making visual artworks. **B2 1.2.2.4** **Plan to create from own imagination, visual artworks that reflect topical issues in other communities in Ghana** Learners are to: • recall and organise ideas on visual artworks and topical issues in Ghana • develop sketches from ideas and concepts of topical issues to make own visual artworks (e.g. drawing and colouring pictures, printmaking, lettering, pattern making, modelling, casting) • recall images of visual artworks and topical issues to make line sketches to represent visual artworks that reflect topical issues in other parts of Ghana.	**Digital Literacy** **Communication** **Collaboration** **Cultural Identity**

STRAND 2: PERFORMING ARTS
SUB-STRAND 2: Planning, Making and Composing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture as well as the environment and the topical local/national/global issues of other communities	**B2 2.2.2.1** **Generate ideas to create own artworks based on performing artworks that reflect the history and culture of people in other Ghanaian communities** Learners are to: • recall images of performing artworks that are produced or performed in other parts of Ghana; • define own ideas for improvising own music, dance or drama based on the identified performing artworks • use ideas formed about the performing artworks to plan own music, dance and drama that reflect the history and culture (e.g. customs, religion, festivals, buildings, symbols) of people in those parts of Ghana; **B2 2.2.2.2** **Make decisions to create own artworks from imagination based on performing artworks produced or performed in other communities in Ghana** Learners are to • experiment with carefully selected instruments, resources and techniques to learn about their use for composing and performing music, dance and drama; • explore and experiment with available instruments and resources to compose and perform own music, dance or drama that reflect performing artworks of other communities in Ghana.	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities	**B2 2.2.2.3** **Experiment with available performing arts instruments, resources and techniques to create own artworks that reflect the natural and manmade environments in other communities in Ghana** Learners are to: • explore the local environment to select available natural and manmade objects and things that are good for performing music, dance and drama; • discuss types of music, dance and drama that reflect the natural and manmade environments; • create own performing artworks to reflect the natural and manmade environments in the identified communities in Ghana. **B2 2.2.2.4** **Experiment with available performing arts instruments, resources and techniques to create artworks that reflect topical issues in other communities in Ghana** Learners are to: • explore the local environment to select available instruments and resources that are good for composing and performing music, dance and drama; • discuss types of music, dance and drama that reflect topical issues • create own performing artworks that reflect topical issues in the identified Ghanaian communities.	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

STRAND 1: VISUAL ARTS
SUB-STRAND 2: Planning, Making and Composing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as the visual artists, their culture, the environment and emerging topical issues	**B2 1.2.3.1** **Create own visual artworks using available visual arts media and methods to represent artworks that reflect the history and culture or way of life of people in other communities in Ghana** Learners are to: • discuss the history and culture of the people (e.g. their occupation, staple food, religion, festivals, customs); • identify the artworks found among the people in other parts of Ghana (e.g. clay pots, straw baskets, woven/printed and dyed fabrics, leather products, wood carvings, glass and stone beads, jewellery); • create own artworks that reflect the history and culture of people in other parts of Ghana. **B2 1.2.3.2** **Create own artworks using available visual arts media and methods to represent artworks that reflect the natural and manmade environments in other communities in Ghana** Learners are to: • generate ideas from the natural and manmade environments (e.g. vegetation, animals, birds, rivers, bridges, clouds); • create own visual artworks that reflect the natural and manmade environments in other communities in Ghana. **B2 1.2.3.3** **Create own visual artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities** Learners are to: • generate ideas from visual artworks that reflect topical issues in other parts of Ghana	**Decision Making** **Creativity and Innovation** **Communication**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	• create artworks that reflect the topical issues (e.g. road safety campaigns, plastic waste problems) in other communities in Ghana. ***Suggested Process/Steps*** • *select and use suitable and appropriate materials available (e.g. clay for modelling and casting, paper for drawing and painting, colour for painting and spraying, wood and other solid materials for carving);* • *select and use suitable and appropriate tools and equipment available (e.g. brush for painting, scissors and cutting knives for cutting, spray diffuser for spraying);* • *select and use suitable and appropriate manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, folding, doodling, modelling, casting, carving, construction);* • *select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying);* • *demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own artworks based on own ideas and experiences.* ***Note:*** *produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, knotting, weaving, sewing, cutting, folding, construction and assembling using own sketches developed from memory.*	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as the visual artists, their culture, the environment and emerging topical issues	**B2 2.2.3.1** **Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the history and way of life of people in other communities in Ghana** Learners are to: • identify the history and culture of the people from other parts of Ghana (e.g. their occupation, customs, staple foods, festivals, buildings, symbols) using available instruments and techniques; • role play music, dance and drama performances in the identified communities in Ghana, using available instruments and resources; • create own music, dance and drama to represent those performed by people in other communities in Ghana. **B2 2.2.3.2** **Compose own artworks using available performing arts instruments, resources and methods to represent performing artworks that reflect the natural and manmade environments in other Ghanaian communities** Learners are to: • discuss how to generate ideas from the natural and manmade environments (e.g. vegetation, parks, buildings, bridges, plants, animals, birds, rivers) for use in creating performing artworks; • compose own music, dance and drama that reflect the natural and manmade environments in other parts of Ghana. **B2 2.2.3.3** **Create performing artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities** Learners are to: • select ideas from topical issues in Ghana to create own music, dance, drama, story or poem;	**Decision Making** **Creativity and Innovation** **Critical Thinking** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as the visual artists, their culture, the environment and emerging topical issues	• perform own music, dance and drama that reflect topical issues of concern in other parts of Ghana. ***Suggested Process/Steps*** • *select and use suitable and appropriate instruments, elements, resources, equipment available (e.g. drums, flutes, bells, shakers, rasp, xylophones, finger piano, rattles, clappers, castanets, horn, whistles);* • *select and use suitable and appropriate manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation and guided writing skills to communicate feelings, melody, rhythmic and dramatization);* • *select/create props, scenery, and costumes for different styles and performances which support and enhance the intent of a production;* • *demonstrate basic knowledge and skills in the use and application of the elements and principles of design, instruments, methods and techniques freely in creative and expressive ways to produce own music, dance and drama.* **Note to the teacher:** produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, conducting, imitating, drumming, role-playing, etc.	**Decision Making** **Creativity and Innovation** **Critical Thinking** **Communication** **Collaboration**

STRAND 1: VISUAL ARTS
SUB-STRAND 3: Displaying and Sharing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.3.4 Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/ performance.	**B2 1.3.4.1** **Plan for a display of own artworks to share creative experiences based on ideas from visual artworks that reflect the history and culture of people in other Ghanaian communities** Learners are to: • watch a short video or exhibition of artworks of people in other Ghanaian communities; • discuss the need for displaying portfolio of own visual artworks; • plan a display of portfolio of own visual artworks (e.g. drawings, colour work, clay models) to share ideas, educate and inform the public on the history and culture of other people in Ghana **B2 1.3.4.2** **Plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities** Learners are to: • plan a display of own artworks that reflect the people in other Ghanaian cultures; • plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in other Ghanaian cultures. **B2 1.3.4.3** **Plan a display of own visual artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities** Learners are to: • talk about how to display artworks (e.g. by hanging and spreading)	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

B2 1.3.4
Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/ performance.
	• identify and prepare a venue, select and group artworks
	• plan the arrangement of own artworks to share ideas, educate and inform the public on topical issues experienced in other parts of Ghana.
	
	Suggested Process/Steps
	• *discuss the need for displaying portfolio of own and/or others' visual artworks.*
	• *develop a roadmap for the exhibition by:*
	  - *fixing a date*
	  - *selecting a venue*
	  - *inviting an audience*
	• *select and agree on a theme for the exhibition by brainstorming, discussing and reaching a consensus;*
	• *send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp) to target audience;*
	• *select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance, mode of display: hanging, draping, spreading and so on;*
	• *plan the layout of the exhibition, prepare labels for the works (e.g. title, name of artist, date), clean and tidy up the exhibition hall and environment;.*
	• *post exhibition/display activities: cleaning, appreciation, appraisal, evaluation, reporting etc.*
	
	Note: plan a display of portfolio of own visual artworks to share, educate and inform the public about people in other parts of Ghana.
		Decision Making
		
		Creativity and Innovation
		
		Communication
		
		Collaboration

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.3.4 Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/ performance.	**B2 2.3.4.1** **Plan a display of own artworks to share creative experiences based on ideas of performing artworks that reflect the history and culture or way of life of people in other Ghanaian communities** Learners are to: • watch a short video or live performances of artworks that reflect the history and culture of people in other communities in Ghana; • plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in other Ghanaian communities. **B2 2.3.4.2** **Plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities** Learners are to: • watch a short video that shows the natural and manmade environments in other parts of Ghana; • select performances by considering factors such as creativity and originality; • plan the arrangement of own music, dance and drama to share ideas on the natural and manmade environments of other Ghanaian communities. **B2 2.3.4.3** **Plan a display of own performing artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities** Learners are to: • watch a short video that shows topical issues in other Ghanaian communities; • plan a display of own music, dance and drama to educate and inform the public on the topical issues experienced in other parts of Ghana.	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

B2 2.3.4 Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/performance.	*Suggested Process/Steps*
	• *discuss the need for performing the collection of own and/or others' music, dance and drama;*
	• *develop a roadmap for the event (performance):*
	  - *fixing a date*
	  - *selecting a venue*
	  - *inviting an audience*
	• *select and agree on a theme for the performance by brainstorming, discussing and reaching a consensus;*
	• *send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp) to target audience;*
	• *select own and/or others' compositions for the event/performance, by considering criteria like creativity and originality, relevance to the theme, social and cultural importance, mode of performance and so on;*
	• *plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners, characters);*
	• *post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting, etc..*
	
	Note: plan a display of portfolio of own performing artworks (music, dance and drama) to educate, inform and entertain the public.
		Decision Making
		
		Creativity and Innovation
		
		Communication
		
		Collaboration

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.3.5 Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	**B2 1.3.5.1** **Display own visual artworks to share creative experiences that reflect the history and culture or way of life of people in other Ghanaian communities** Learners are to: • display portfolio of own visual artworks to educate and inform the public on artworks that reflect the history and culture of people in other parts of Ghana. **B2 1.3.5.2** **Display own visual artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities** Learners are to: • display portfolio of own visual artworks to educate and inform the public on artworks that reflect the natural and manmade environments in other parts of Ghana. **B2 1.3.5.3** **Display own visual artworks to share creative experiences that reflect topical issues in other Ghanaian communities** Learners are to: • display portfolio of own visual artworks to educate and inform the public on visual artworks that reflect topical issues experienced in other parts of Ghana. *Suggested Process/Steps* • *decide on the types and number of artworks to exhibit and mount them based on the space available and the theme for the exhibition (e.g. artworks that best tell the story of the exhibition or theme);* • *assign individual and group tasks and responsibilities and ensure they are*	**Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.3.5 Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	*carried out successfully (e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors books);* • *display artworks by hanging, draping, placing, spreading, leaning, adding height and depth to some exhibits, etc.;* • *label the works using manual penmanship (calligraphy) or ICT (computer) prints: name of artist, title of work, size of work, date of production;* • *check/monitor visitors to prevent improper practices (e.g. touching, lifting, handling and/or taking away some of the exhibits);* • *opening and closing of exhibition;* • *cleaning, appreciation, appraisal, evaluation, reporting, etc.* **Note:** display portfolio of own visual artworks in order to document them as well as to educate and inform the public on people in other parts of Ghana.	**Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

STRAND 2: PERFORMING ARTS
SUB-STRAND3: Displaying and Sharing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.3.5 Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using sense/ manual/ digital applications where necessary, to record for reporting on the events.	**B2 2.3.5.1** **Perform own artworks to share creative experiences that reflect the history and culture or way of life of people in other communities in Ghana** Learners are to: • watch a video or live performance of music, dance and drama of people in other parts of Ghana; • perform some of the music, dance and drama performed during festivals of people in those Ghanaian communities; • perform own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in other parts of Ghana. **B2 2.3.5.2** **Perform own artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities** Learners are to: • perform own music, dance and drama to share ideas, educate and inform the target audience on things that reflect the natural and manmade environments in other parts of Ghana; • perform some of the music, dance and drama artworks of people in other communities in Ghana. **B2 2.3.5.3** **Perform own artworks to share creative experiences that reflect topical issues in other Ghanaian communities** Learners are to: • imitate some music, dance and drama performances of other parts of Ghana to inform and educate the audience on topical issues experienced in those communities;	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.3.5 Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using sense/ manual/ digital applications where necessary, to record for reporting on the events.	• record and report on events to share ideas on topical issues in other parts of Ghana. ***Suggested Process/Steps*** • *decide on the types and number of performances to present during the event based on the theme, time available and the expected audience (e.g. performances best tell the story or theme of the event);* • *assign individual and group tasks and responsibilities and ensure they are carried out successfully (e.g. master of ceremony, ushering and introduction of special guests and other dignitaries to the show (explaining the concepts/title of the compositions, performances and the theme for the event, recording of comments and suggestions);* • *sequencing of performances to best tell the story of the event from the beginning to climax;* • *following the programme of the day: opening, performances and closing;* • *cleaning, appreciation, appraisal, evaluation, reporting, etc.* **Note:** perform own music, dance and drama to educate, inform and entertain the public.	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.4.6 Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) and, the recordings and reports	**B2 1.4.6.1** **Agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others' displayed artworks** Learners are to: • agree on guidelines for viewing, examining and expressing own views about the displayed visual artworks; • agree on how to use the agreed guidelines to express own feelings and thoughts about the displayed artworks. **B2 1.4.6.2** **Agree on guidelines for assessing and deriving meaning from own and others' displayed visual artworks** Learners are to: • agree on guidelines for deducing the meaning of each artwork displayed; • discuss how to use the guidelines to express the meaning of each displayed artwork. *Suggested Process/Steps* • *discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested above;* • *identify the correct vocabulary to use for appreciating and appraising artworks* • *agree on what to use the appraisal report for and how to share it;* • *agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;* • *fix a day/date for the appreciation/appraisal/jury.* **Note:** examine, assess and report on own and others' displayed visual artworks. Use the following guidelines: • **Description of the work:** the elements in the work (dots, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work;	**Decision Making** **Creativity and Innovation** **Communication** . **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.4.6 Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) and, the recordings and reports	• *Subject matter:* meaning, message, topic, mood, feelings, history, religion, environment, global warming; • *Appraisal*: what the work can be used for, likes, good things in the work, beauty, social and cultural value and, correlation (connecting to other areas of learning); • *Experiences to share*: the design process through thinking and composing, planning and making, displaying and sharing, etc.	**Decision Making** **Creativity and Innovation** **Communication** . **Collaboration** **Digital Literacy**

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CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.4.6 Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) and, the recordings and reports	**B2 2.4.6.1** **Agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others' performances as representations of artworks produced or found in other Ghanaian communities** Learners are to: • agree on guidelines for viewing, examining and expressing own views about the music, dance and drama performances; • agree on how to use the agreed guidelines to express own feelings and thoughts about own and others' displayed music, dance and drama performances **B2 2.4.6.2** **Agree on guidelines for assessing and deriving meaning from own and others' performing artworks as representations of artworks produced or found in other Ghanaian communities** Learners are to: • agree on guidelines for deducing the meaning of each artwork displayed; • discuss how to use the guidelines to express the meaning of each displayed artwork. *Suggested Process/Steps* • *discuss and accept a guide for appreciating and appraising own and/or others' compositions and performances based on the guidelines suggested above.;* • *identify the correct vocabulary to use for appreciating and appraising music, dance and drama;* • *agree on what to use the appraisal report for and how to share it;* • *agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;* • *fix a day/date for the appreciation/appraisal/jury.* **Note:** appreciate and appraise own and/or others' music, dance and drama	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

B2 2.4.6
Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) and, the recordings and reports
	performances.
	
	Use the following guidelines:
	    o **Music:** theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music;
	    o **Dance:** theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, etc.;
	    o **Drama**: characterization, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.
		Decision Making
		
		Creativity and Innovation
		
		Communication
		
		Collaboration
		
		Digital Literacy

STRAND 1: VISUAL ARTS
SUB-STRAND 4: Appreciation and Appraising

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.4.7 Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports, based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	**B2 1.4.7.1** **Use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks as representations of artworks produced or found in other Ghanaian communities** Learners are to: • view and make informed decisions on the artworks using the senses and the agreed guidelines • examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used); • assess the beauty and usefulness of own and others' displayed visual artworks as representations of artworks produced or found in other Ghanaian communities. **B2 1.4.7.2** **Report own views about the beauty and usefulness of the displayed visual artworks and make suggestions for modifying or improving upon them** Learners are to: • view and make informed decisions on the artworks using the senses and the agreed guidelines • assess the beauty of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing); • talk about and make suggestions for modifying or improving the quality of own and others' displayed visual artworks. *Suggested Process/Steps* • *talk about, appreciate and appraise own and/or others' visual artworks, using the guidelines above dispassionately;* • *use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artwork;*	**Decision Making** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 1.4.7 Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports, based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	• • *record/document the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp);* **Note:** appreciate and appraise exhibited/displayed own and others' visual artworks. Use the following guidelines for documentations, recordings and sharing: 1. **Description of the work:** the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (paper, pencil, clay, wood), size of the work, number of objects/items in the work; 2. **Subject matter:** meaning, message, topic, mood, feelings, historical, and religious issues, environment; 3. **Appraisal:** what the work can be used for, likes, good things in the work, beauty, social and cultural value; 4. **Experiences to share:** the design process through thinking and composing, planning and making, displaying and sharing etc.	**Decision Making** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.4.7 Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports, based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	**B2 2.4.7.1** **Use the agreed guidelines to make decisions on the beauty and usefulness of the displayed performing artworks as representations of artworks produced or found in other Ghanaian communities** Learners are to: • view and make informed decisions on the displayed performing artworks using the senses and the agreed guidelines • examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing); • assess the beauty and usefulness of own and others' displayed music, dance and drama performances as representations of artworks produced or performed in other Ghanaian communities. **B2 2.4.7.2** **Report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved** Learners are to: • display (real/photographs/video) selected own and others' displayed performing artworks • talk about the works dispassionately using agreed guidelines; • use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artworks. *Suggested Process/Steps* • *talk about, appreciate and appraise own and/or others' compositions and performances using the guidelines above dispassionately;* • *use the outcome of the appreciation/appraisal to modify the product or to produce a similar or different composition or performance;* • *record/document the activity and share using a platform accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp);*	**Decision Making** **Creativity and Innovation** **Critical Thinking** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2 2.4.7 Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports, based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	**Note:** appreciate and appraise own and/or others' music, dance and drama Use the following guidelines for documentations, recordings and sharing: • *Music:* theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music; • *Dance:* theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics; • *Drama*: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.	**Decision Making** **Creativity and Innovation** **Critical Thinking** **Communication** **Collaboration** **Digital Literacy**

BASIC 3

STRAND 1: VISUAL ARTS
SUB-STRAND 1: Thinking and Exploring Ideas

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues	**B3 1.1.1.1** **Study and talk about visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa** Learners are to: • watch documentaries on artworks from Africa; • visit museums, galleries and art centres to see samples of visual artworks from other countries in Africa and the rest of the world; • document the information gathered by taking pictures of artworks from Africa, photocopying them and by recording and downloading videos and images for future use; • gather information through library research, surfing the Internet for artworks (e.g. mask, sculptures, painting, pottery, beads, body arts) from Africa; • identify ideas and concepts for artistic expression from artworks produced by Africans; • discuss the visual artworks of people in the identified communities in Africa. **B3 1.1.1.2** **Generate ideas from visual artworks produced or found in other African communities for making own visual artworks that reflect people in those areas in Africa** Learners are to: • study the artworks produced or found in other countries in Africa (e.g. masks, sculptures, pottery, fabric, beads, paintings); • examine the materials and tools for the production of the artworks under study and how they are acquired;	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues	• identify own ideas and concepts based on artistic decisions to make own 2-Dimensional artworks (e.g. drawing, collage, montage, painting, printmaking, lettering, pattern-making, collage, montage, letter collé); • identify 3-Dimensional artworks(modelling, casting, carving, sewing, stitching, weaving, knotting, construction, assemblage, quilling) by: **B3 1.1.1.3** **Study and talk about visual artworks produced or found in other African communities that reflect the natural and manmade environments in those areas in Africa** Learners are to: • engage in short out-of-the-classroom trips and environmental walks, watch documentaries (e.g. National Geographic channel) to observe and assess the natural and manmade environment in respect of the elements and principles of design; • talk about the natural and manmade environment (e.g. forests, deserts, mountains, housing, dams, plants, animals, rivers, recreational centres, roads, bridges, markets, shopping malls); • study the nature and characteristics of the things observed in the natural and manmade environment (e.g. rugged, undulating, smooth, rough, clean, beautiful, huge, big, small); • document and record the some of the scenes found in the natural and manmade environments through photography and videography for preservation, storage, reference, etc.; • describe how the natural and manmade environments and human activities affect sustainable production of visual artworks; • discuss the 4Rs of sustainability: reduce, recycle, redesign, and reuse waste.	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues	**B3 1.1.1.4** **Study and talk about visual artworks produced or found in other African communities that reflect topical issues in those areas in Africa** Learners to - observe and document daily occurrences (e.g. news on conflicts, road crashes, child abuse, diseases, floods, energy efficiency); - identify how to protect the environment (e.g. by safe use of the roads by pedestrians, motor bike riders, drivers and passengers; prevention of communicable diseases and using energy efficiency gadgets); - find ways to manage energy resources at home, in school and in the community; - discuss topical issues of involving plastic waste, conflict, illegal migration, human trafficking, diseases, rising temperatures, drowning, road safety, etc. in other African countries and the rest of the world.	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

STRAND 2: PERFORMING ARTS
SUB-STRAND 1: Thinking and Exploring Ideas

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues	**B3 2.1.1.1** **Study and talk about performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa** Learners are to: - gather information through library research, surfing the internet for African music, dances and drama; - watch short documentaries on the performing arts of Africa; - discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world; - imitate the skills and techniques that the composers, arrangers and performers use; - discuss the subject matter, the occasions on which they are performed – festivals, entertainment shows, sporting activities, independence anniversary celebrations and their social and cultural importance; - develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa. **B3 2.1.1.2** **Generate ideas from performing artworks produced or performed in other African communities for creating own artworks that reflect people in those areas in Africa** Learners are to: - study the music, dance and drama produced or performed in other countries in Africa and the rest of the world (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana, Bongo Flava of Tanzania, Hip-hop, Kpop, Jingle, Breaks, Azonto)	**Decision Making** **Creativity and Innovation** **Communication** **Critical Thinking** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions on the people, based on their history and culture, the environment and the topical local/national/global issues	• examine the resources, elements, instruments available for composing and performing the arts under study and how they are acquired; • develop own ideas and concepts to compose and perform own music, dance and drama. **B3 2.1.1.3** **Study and talk about performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa** Learners are to: • engage in short out-of-the-classroom trips and environmental walks; watch documentaries; • talk about the natural and manmade environments (e.g. forests, deserts, mountains, housing, dams, plants, animals, rivers, recreational centres, roads, bridges, markets, shopping malls); • observe and assess the natural and manmade environments in respect of the elements and principles of design (e.g. forests, deserts, mountains, housing, dams, animals, birds, recreational centres, roads, bridges, markets, shopping malls, drains, highlands, beaches, sanitation); • identify the nature and characteristics of the things observed in the natural and manmade environments (e.g. rugged, undulating, smooth, rough, clean, polluted, waving, crawling).	**Decision Making** **Creativity and Innovation** **Communication** **Critical Thinking** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.1.1 Demonstrate understanding of how to generate own ideas for artistic expressions about the people, based on their history and culture, the environment and topical local/national/global issues	**B3 2.1.1.4** **Study and talk about performing artworks produced or performed in other African communities that reflect topical issues in those areas of Africa** Learners are to: • talk about topical issues that affect sustainable production of music, dance and drama; • identify and learn about resources for making instruments for performances e.g. wood for carving drums and the issue of deforestation; • describe the effects of diseases (e.g. cholera, HIV/AIDS), conflicts and road accidents on composers, performers, compositions and performances of the arts: music, dance and drama.	**Decision Making** **Creativity and Innovation** **Communication** **Critical Thinking** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities.	**B3 1.2.2.1** **Plan own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa** Learners are to: • examine the history and culture of the people from other countries in Africa(beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority) as a guide; • talk about artworks produced/performed in Africa (e.g. masks, beads sculptures, paintings, pottery wares, woven baskets and leather products); • identify and experiment with the tools, materials and methods of production the artists use; • organise and develop ideas by sketching own creative ideas and concepts to make own visual artworks such as painting; collage; mosaic; montage, prints, patterns, letter collé, greeting cards, posters, cast, carved and modelled works, knitted, stitched, constructed, quilled (origami) and assembled stabiles, etc. **B3 1.2.2.2** **Plan to create own artworks that represent visual artworks produced or found in other communities in Africa, by experimenting with available tools, materials and methods for creating artworks that reflect the natural and manmade environments in those areas in Africa** Learners are to: • experiment with available tools, materials, resources and techniques based on an assigned task to determine their nature and suitability for designing and making visual artworks;	**Decision Making** **Critical Thinking** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities	• cut and organise various coloured objects from natural and manmade sources (e.g. shells, sand, seeds, bamboo twigs, fibres, fabric, paper, beads, yarns) to create pictorial images having backgrounds, image grounds and foregrounds; • enhance the surface appearance of objects by using a combination of skills such as scribbling, shading, painting, marbling, spraying, blowing, glazing, embossing, etc.; • discuss the visual artworks created that reflect natural and manmade environments in other African cultures. **B3 1.2.2.3** **Plan for making own artworks that represent visual artworks produced or found in other communities in Africa, by experimenting with available tools, materials and methods for creating visual artworks that reflect topical issues in those areas of Africa** • explore malleable materials such as clay, papier mâché and plasticine to create artworks by pinching, slabbing, modelling, casting, carving, embossing, engraving, incising, scooping, luting, etc.; • explore knitting, knotting, embroidering, sewing, stitching and weaving skills using available pliable materials from the environment such as cane, sisal, coir, jute, flax, etc.; • discuss the visual artworks that reflect topical issues in other cultures in Africa.	**Decision Making** **Critical Thinking** **Creativity and Innovation** **Communication** **Collaboration**

STRAND 2: PERFORMING ARTS
SUB-STRAND 2: Planning, Making and Composing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities	**B3 2.2.2.1** **Plan own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa** Learners are to: • organise and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the: • talk about the history and culture (e.g. beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority, politics) of people from other parts of Africa; • experiment with compositions produced/performed in other parts of Africa (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana); **B3 2.2.2.2** **Plan to create own artworks that represent performing arts in other communities in Africa, by experimenting with available instruments, resources and techniques for producing performing artworks that reflect the natural and manmade environments in those areas in Africa** Learners are to: • experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other cultures in Africa; • talk about the history and culture (e.g. their beliefs, customs, religion, festivals) of the people from other parts of the Africa;	**Decision Making** **Problem Solving** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.2.2 Demonstrate understanding of how to organise own ideas through experimenting with available media and techniques for creating/composing artworks, based on the history and culture, the environment and the topical local/national/global issues of other communities	• Try out some music, dance and drama compositions performed by people from other parts of Africa (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana and Azonto). **B3 2.2.2.3** **Plan for making own artworks that represent performing artworks produced or found in other communities in Africa, by experimenting with available instruments, resources and techniques for producing artworks that reflect topical issues in those areas in Africa** • explore available instruments, equipment, sounds, rhythms and movement patterns that are good for composing and performing music, dance, drama, etc.; • experiment with the available instruments, equipment, sounds, movement etc. to perform some of the compositions from other parts of Africa that reflect topical issues such as unemployment, safe road practices, energy efficiency and conservation, plastic waste.	**Decision Making** **Critical Thinking** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as, the visual artists, their culture, the environment and emerging topical issues	**B3 1.2.3.1** **Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own views of visual artworks that reflect the history and culture of people in other African communities** Learners are to: • Create own artworks based on the history and culture of the people from other countries in Africa (e.g. beliefs, customs, religion, festivals, rites of passage); • Create own artworks based on what is produced in other countries in Africa (e.g. masks, sculptures, paintings, pottery wares, woven, printed and dyed fabrics; leather products; beads). **B3 1.2.3.2** **Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own view about visual artworks that reflect the natural and manmade environments in other African communities** Learners are to: • create own visual artworks based on ideas derived from the natural and manmade environments (e.g. roads, animals, birds, rivers) **B3 1.2.3.3** **Create own functional visual artworks using available materials, tools and methods to express own views that reflect topical issues in Africa** Learners are to: • select ideas from topical issues in Africa and come out with own design concepts to educate or sensitise he public on the importance or dangers of the issues.	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as, the visual artists, their culture, the environment and emerging topical issues	***Suggested Process/Steps*** • *select and use suitable and appropriate materials available (e.g. clay for modelling and casting, paper for drawing and painting, colour for painting and spraying, wood and other solid materials for carving, glue for bonding, yarn for weaving)* • *select and use suitable and appropriate tools and equipment available (e.g. brush for painting; scissors and cutting knives for cutting; spray diffuser for spraying);* • *select and use suitable and appropriate manual/mechanical production methods/techniques (e.g. painting, printing, weaving, knotting, trimming, doodling, modelling, casting, carving, construction, assemblage, folding, quilling);* • *select and use suitable and appropriate manual/mechanical finishing and decorating techniques (e.g. firing, painting, burnishing, spraying);* • *demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own 2-Dimensional and 3-Dimensional artworks based on own ideas and experiences.* **Note:** produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, construction and assembling.	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

STRAND2: PERFORMING ARTS
SUB-STRAND 2: Planning, Making and Composing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as, the visual artists, their culture, the environment and emerging topical issues	**B3 2.2.3.1** **Create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas** Learners are to: • use available instruments, resources and techniques to create own music, dance and drama based on the history and culture of the people from Africa (e.g. their occupation, customs, staple foods, traditions, festivals); • create own music, dance and drama based on the concept of performances in Africa using available instruments, resources and techniques. **B3 2.2.3.2** **Create own artworks using available instruments, resources and techniques to express own views about performing artworks that reflect the natural and manmade environments in other African communities** Learners are to; • use available instruments, resources and techniques create own knowledge and understanding of the natural and manmade environment (e.g. roads, vegetation, recreational parks, plants, animals, birds, rivers); • use available instruments, elements, resources and techniques for public education and entertainment. **B3 2.2.3.3** **Create own music, dance and drama performances using available instruments, resources and methods to express own views that reflect topical issues in other Africa communities** Learners to: • use available instruments, elements, resources and techniques for public education and entertainment; • using available instruments, resources and techniques, create own music, dance and drama based on the concept of performances in Africa that reflect	**Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.2.3 Demonstrate understanding of how to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa as well as, the visual artists, their culture, the environment and emerging topical issues	Topical issues such as plastic waste, drowning, flooding, safe road practices, use of ICT devices, etc.) ***Suggested Process/Steps*** • *select and use suitable and appropriate instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rattles, clappers, castanets, horn, whistles);* • *select and use suitable and appropriate manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation, guided writing skills to communicate feelings, melody, and dramatization);* • *select/create props, scenery, and costumes for different styles and performances which support and enhance the intent of a production;* • *demonstrate basic knowledge and skills in the use and application of the elements and principles of design, instruments, methods and techniques freely in creative and expressive ways to produce own music, dance and drama.* **Note:** produce own music, dance and drama by arranging, composing, performing, reciting, dancing, singing, costuming, acting, imitating, drumming, role-playing, gesturing, miming, etc.	**Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	**B3 1.3.4.1** **Plan a display of own visual artworks to share creative experiences based on ideas that reflect the history and way of life of people in other African communities** Learners are to: • watch a short video on an exhibition of other African cultures; • discuss the need for displaying a portfolio of own visual artworks; • Plan a display of portfolio of own visual artworks (e.g. drawing and colouring) to share ideas, educate and inform the public on the history and culture of people in other parts of Africa. **B3 1.3.4.2** **Plan for a display of own artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities** Learners are to: • discuss and display own artworks to reflect other African communities; • plan the arrangement of own artworks in order to share, educate and inform the public on the natural and manmade environments in other parts of Africa. **B3 1.3.4.3** **Plan for a display of own artworks to share creative experiences based on ideas that reflect topical issues in other African communities** Learners are to: • talk about how to display artworks e.g. mounting, hanging and spreading to reflect other African communities; • plan the arrangement of own artworks to share, educate and inform the public on the topical issues of other parts of Africa.	**Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

B3 1.3.4
Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display /performance.
	Suggested Process/Steps
	• *discuss the need to display portfolio of own and/or others' visual artworks.*
	• *develop a roadmap for the exhibition by:*
	  - *fixing a date*
	  - *selecting a venue*
	  - *inviting an audience*
	• *select and agree on a theme for the exhibition by brainstorming, discussing and reaching a consensus.*
	• *send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp) to target audience*
	• *select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance, mode of display: hanging, spreading, etc.;*
	• *getting ready: plan the layout of the exhibition, prepare labels for the works (e.g. title, name of artist, date), clean and tidy up the exhibition hall and environment;*
	• *post exhibition/display activities: cleaning, appreciation, appraisal, evaluation, reporting, etc.*
	
	Note: *plan a display of portfolio of own visual artworks to share with, educate and inform the public on people in other African communities.*
		Creativity and Innovation
		
		Communication
		
		Collaboration
		
		Digital Literacy

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.3.4 Demonstrate understanding of how to plan a display/presentation of a portfolio of own artworks by identifying and preparing a venue, selecting and grouping artworks and inviting target audience for the planned display/performance.	**B3 2.3.4.1** **Plan a display of own performing artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities** Learners are to: • watch a short video or live performances that reflect the history and culture of other African communities; • discuss the need for performing compositions of own music, dance, drama, etc.; • plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history and culture of people in other parts of Africa. **B3 2.3.4.2** **Plan a display of own music, dance and drama to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities** Learners are to: • watch a short video that reflects the natural and manmade environments of other African cultures; • select compositions by considering criteria like creativity and originality; • plan the arrangement of own music, dance and drama to share with the public on the natural and manmade environments of other parts of Africa. **B3 2.3.4.3** **Plan a display of own music, dance and drama to share creative experiences based on ideas that reflect topical issues in other African communities** Learners are to: • watch a short video that reflects the topical issues in the local community; • plan a display of own music, dance and drama to educate and inform the public on the topical issues in other parts of Africa.	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

B3 2.3.4 Demonstrate understanding of how to plan a display/ presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display /performance.	*Suggested Process/Steps*
	 • *discuss the need for performing the collection of own and/or others' music, dance and drama.*
	 • *develop a roadmap for the event (performance):*
	   - *fixing a date*
	   - *selecting a venue*
	   - *inviting an audience;*
	 • *select and agree on a theme for the performance by brainstorming, discussing and reaching a consensus;*
	 • *send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp) to target audience;*
	 • *select own and/or others' compositions for the event/performance, by considering criteria like creativity and originality, relevance to the theme, social and cultural importance, mode of performance (solo/group), costumes, props);*
	 • *getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners);*
	 • *post performance activities: cleaning, appreciation, appraisal, evaluation, reporting.*
	
	 Note: plan a display of portfolio of own performing artworks (music, dance and drama) to educate, inform and entertain the public.
		Decision Making
		
		 Creativity and Innovation
		
		 Communication
		
		 Collaboration

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.3.5 Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/ presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events. .	**B3 1.3.5.1** **Display own visual artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities** Learners are to: • display portfolio of own visual artworks to educate and inform the public on artworks that reflect the history and culture of other African people. **B3 1.3.5.2** **Display own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments of other African communities** Learners are to: • display portfolio of own visual artworks to educate and inform the public on things that reflect the natural and manmade environment of other African cultures. **B3 1.3.5.3** **Display own visual artworks to share creative experiences based on ideas that reflect topical issues in other African communities** Learners are to: • display portfolio of own visual artworks to educate and inform the public on visual artworks that reflect the topical issues in the local community.	**Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES

B3 1.3.5 Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/ presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events	*Suggested Process/Steps* • *decide on the types and number of artworks to exhibit and mount them based on the space available and the theme of the exhibition;* • *assign individual and group tasks and responsibilities and ensure they are carried out successfully (e.g. leading visitors through the exhibition space and writing of comments and signing of visitors books);* • *display artworks by hanging, draping, placing, spreading, leaning and, labelling them using manual penmanship (calligraphy) or ICT (computer) prints: name of artist, title of work, size of work, date of production;* • *check/monitor visitors to prevent improper practices (e.g. touching, lifting, handling and/or taking away some of the exhibits);* • *opening and closing of exhibition;* • *cleaning, appreciation, appraisal, evaluation, reporting, etc.* *Note: display portfolio of own visual artworks to document, educate and inform the public.*	**Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

STRAND 2: Performing Arts
SUB-STRAND 3: Displaying and Sharing

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.3.5 Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/ presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	**B3 2.3.5.1** **Perform own artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities** Learners are to: • watch a video or live performance of music, dance and drama of other parts of Africa; • perform some of the music, dance and drama displayed during a festival of other African communities; • perform own music, dance and drama compositions to share ideas, educate and inform the public on own knowledge and understanding of the history and culture of other African communities. **B3 2.3.5.2** **Perform own artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities** Learners are to: • perform own music, dance and drama to share with, educate and inform the target audience on things that reflect the natural and manmade environments in other parts of Africa; • perform some of the music, dance and drama displayed in other African communities. **B3 2.3.5.3** **Perform own music, dance and drama to share creative experiences based on ideas that reflect topical issues in other African communities** Learners are to: • role-play performances in music, dance and drama to inform and educate;	**Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

CONTENT	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES

STANDARD		AND CORE COMPETENCIES
B3 2.3.5 Demonstrate understanding of how to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/ presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events	• perform own music, dance and drama compositions to share ideas, educate and inform the audience on topical issues of the people in other African communities. ***Suggested Process/Steps*** • *decide on the types and number of performances to display during the event based on the theme, time available and the expected audience (e.g. performances best tell the story or theme of the event);* • *assign individual and group tasks as well as responsibilities and ensure they are carried out successfully (e.g. master of ceremony, ushering and introduction of special guests and other dignitaries to the show for explaining the concepts/title of the compositions, performances and the theme for the event);* • *Sequencing of performances to best tell the story of the event from the beginning to the climax;* • *following the programme of the day: opening, performances and closing;* • *cleaning, appreciation, appraisal, evaluation, reporting, etc.* **Note:** *display/perform own music, dance and drama to educate inform and entertain the public*	**Creativity and Innovation** **Communication** **Collaboration** **Digital Literacy**

STRAND 1: VISUAL ARTS
SUB-STRAND 4: Appreciating and Appraising

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.4.6 Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	**B3 1.4.6.1** **Agree on guidelines for viewing artworks and expressing own feelings and thoughts about own and others' displayed visual artworks as representations of artworks produced or found in other African communities** Learners are to: • agree to the guidelines for viewing, examining and reporting own feelings and thoughts about the displayed visual artworks; • agree on how to use the guidelines to express own feelings and thoughts about own and others' displayed artworks. **B3 1.4.6.2** **Agree on guidelines for assessing and deriving meaning from own and others' visual artworks as representations of artworks produced or found in other African communities** Learners are to: • agree on guidelines for deducing the meaning of each artwork displayed; • discuss how to use the guidelines to express the meaning of each displayed artwork. *Suggested Process/Steps* • *discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested above;* • *identify the correct vocabulary to use for appreciating and appraising artworks;* • *agree on what to use the appraisal report for and how to share it;* • *agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;* • *fix a day/date for the appreciation/appraisal/jury.*	**Decision Making** **Communication** **Collaboration** **Digital Literacy**

CONTENT	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES

STANDARD		AND CORE COMPETENCIES
B3 1.4.6 Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	**Note:** appreciate and appraise exhibited/displayed own and others' visual artworks (2-Dimensional and 3-Dimensional) Use the following guidelines for documentations, recordings and sharing: • **Description of the work:** the elements in the work (dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work; • **Subject matter:** meaning, message, topic, meaning, mood, feelings, historical, religious and, environment issues; • **Appraisal:** what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation; • **Experiences to share:** the design process through thinking and composing, planning and making, displaying and sharing, etc.	**Decision Making** **Communication** **Collaboration** **Digital Literacy**

STRAND2: PERFORMING ARTS
SUB-STRAND 4: Appreciating and Appraising

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.4.6 Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	**B3 2.4.6.1** **Agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others' performances as representations of artworks produced or found in other African communities** Learners are to: • agree on guidelines for viewing, examining and expressing own views about the music, dance and drama performances; • agree on how to use the agreed guidelines to express own feelings and thoughts about own and others' displayed music, dance and drama performances. **B3 2.4.6.2** **Use the agreed guidelines to examine and derive meaning from own and others' performances as representations of artworks produced or found in other African communities** Learners are to: • agree on guidelines for deducing the meaning of each artwork displayed; • discuss how to use the guidelines to express and report the meaning of each displayed artwork. *Suggested Process/Steps* • *discuss and accept guide for appreciating and appraising own and/or others; compositions and performances based on the guide guidelines suggested above;* • *identify the correct vocabulary to use for appreciating and appraising music, dance and drama;* • *agree on what to use the appraisal report for and how to share it ;* • *agree on the approach/method (manual/digital) to use in recording/documenting*	**Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.4.6 Demonstrate understanding of how to analyse, appreciate, appraise/critique and present report on own works and that of others based on established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	• *the appraisal process;* • *fix a day/date for the appreciation/appraisal/jury.* **Note:** respond to, appreciate and appraise own and/or others' music, dance and drama, Use the following guidelines for documentations, recordings and sharing • ***Music:*** theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music; • ***Dance:*** theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics; • ***Drama***: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity;	**Creativity and Innovation** **Communication** **Collaboration**

STRAND 1: VISUAL ARTS

SUB-STRAND 4: Appreciating and Appraising

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.4.7 Demonstrate understanding of how to make informed decisions about displays, presentations, performances, recordings and/or reports based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	**B3 1.4.7.1** **Use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks as representations of artworks produced or found in other African communities** Learners are to: • view and make informed decisions on the artworks using the senses and the agreed guidelines • examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used); • assess the beauty and usefulness of own and others' displayed visual artworks as representations of artworks produced or found in other African communities. **B3 1.4.7.2** **Report own views about the beauty and usefulness of the displayed visual artworks and make suggestions for modifying or improving upon them for future presentations** Learners are to: • view and make informed decisions on the artworks using the senses and the agreed guidelines • assess the beauty of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing); • talk about and make suggestions for modifying or improving the quality of own and others' displayed visual artworks. *Suggested Process/Steps* • *talk about, appreciate and appraise own and/or others' visual artworks using the guidelines above dispassionately;* • *use the outcome of the appreciation/appraisal to modify the product or to produce a similar or different artwork.* • *record/document the activity and share using a platform accepted social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp, etc.*	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 1.4.7 Demonstrate understanding of how to make informed decisions about displays, presentations, performances, recordings and/or reports based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	**Note:** appreciate and appraise exhibited/displayed own and others' visual artworks (2-Dimensional and 3-Dimensional) Use the following guidelines for documentations, recordings and sharing: • *Description of the work:* the elements in the work (e.g. dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work; • *Subject matter:* meaning, message, topic, mood, feelings, history, religion, environment; • **Appraisal:** what the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation; • **Experiences to share:** the design process through thinking and composing, planning and making, displaying and sharing, etc.	**Decision Making** **Creativity and Innovation** **Communication** **Collaboration**

STRAND 2: Performing Arts
SUB-STRAND 4: Appreciating and Appraising

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.4.7 Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	**B3 2.4.7.1** **Use agreed guidelines to make informed decisions about the value and functions of own and others' music, dance and drama performances that express own views of people in other African communities** Learners are to: • view and make informed decisions on agreed guidelines by using the senses and movement • assess based on established guide for judging music, dance and drama by using the theme, subject matter, instruments, costumes, techniques, elements • to respond, appreciate and appraise own and/or music, dance and drama, • recognise the characteristics of own and others' music, dance and drama • talk about the usefulness of the displayed music, dance and drama • identify future modifications that can be done to enhance the usefulness **B3 2.4.7.2** **Based on the agreed guidelines, generate feedback or reports on how own and others' displayed performing artworks could be modified or enhanced for future presentations** Learners are to: display (real/photographs/video) selected own and others' displayed • performing artworks • talk about the works dispassionately using agreed guidelines; • use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artworks. ***Suggested Process/Steps*** • *talk about appreciate and appraise own and/or others' compositions and performances using the guidelines above dispassionately;* • *use the outcome of the appreciation/appraisal to modify the product or to produce a similar or different composition and performance;* • *record/documentthe activity and share using a social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp, etc.*	**Creativity and Innovation** **Communication** **Collaboration**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3 2.4.7 Demonstrate understanding of how to make informed decisions on displays, presentations, performances, recordings and/or reports based on an established guide for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	**Note:** appreciate and appraise own and/or others' music, dance and drama. Use the following guidelines for documentations, recordings and sharing: • *Music:* theme, voice production and diction, harmony and blending of parts; • *Dance:* theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics; *Drama*: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.	**Creativity and Innovation** **Communication** **Collaboration**

APPENDICES

GLOSSARY

a) Visual Arts

Abstract: It is an artwork in which the artist changes the way something looks so that it does not look like the real object it represents. An idea or concept which does not look like the original.

Aesthetic: Standards applied in making judgments about the merit of an artwork.

Appliqué: An artwork or design made by cutting pieces of one material and fixing them onto the surface of another.

Artefact: An object made or used by human beings, especially during a specific period in history.

Artwork: The outcome, product or result of using a creative process to design and make objects for aesthetic purposes and to communicate ideas through visual language. Any of the art forms, such as drawing, painting, sculpture, etc.

Artist: A person who designs and makes artworks.

Assemblage: A three-dimensional composition made by combining (assembling) a variety of objects.

Balance: A state of equilibrium referring to the balance of weight or the arrangement of elements in a design. Designs may be balanced on both sides from the centre (symmetrical) or balanced off the centre (asymmetrical).

Batik: It is a technique of decorating fabric using a wax-resist dyeing method. Batik is made by either drawing or stamping the motifs using wax.

Bead making: It is a form of art whereby glass or clay is fired and a hole made in it to make beautiful jewellery. It is also the art of arranging beads into different designs to form necklaces, bracelets, crowns, rings, earrings, anklets and so on.

Bisque: An unglazed pottery ware that has been fired at a low temperature to make handling easier.

Calligraphy: Beautiful handwriting made with a quill, reed pen or brush.

Carving: A sculpting technique in which the sculptor cuts, chips or whittles away part of a solid mass of material e.g. wood, clay or stone, to create a sculpture. Carving is also referred to as a subtractive process.

Casting: A sculpting technique in which liquid substance (metal or clay) is poured into a mould and allowed to harden.

Ceramics/pottery: Artworks made out of clay and then 'fired' to make them permanent.

Ceremonial art: Art made to honour a person or event.

Clay: Sticky earth that is used in pottery and ceramics. It is wet and hardens after drying or heating.

Coiling: A method of forming pottery from rolls of clay.

Collage: Artwork made by attaching pieces of paper or other material to a flat surface.

Colour: The hue, tint and shade of pigment. Colour has three properties: hue, value, and intensity.

Colour wheel: A circle diagram that shows how colours are related.

Complementary colours: These are colours opposite one another on the colour wheel. E.g. Red and green, blue and orange, and yellow and violet.

Composition: The arrangement or organisation of elements in a work of art.

Contour drawings: The drawing of an object as though the drawing tool is moving along all the edges and ridges of the form.

Construction techniques: Different ways of putting materials together (e.g. stapling, cutting, gluing, taping, etc.).

Contrast: The difference between two or more elements in a design or the degree of difference between the lightest and darkest parts of a picture.

Cool colours: Colours suggesting coolness, e.g. blue, green, and violet. They remind us of cool things like water or the forest. Artists use them to create moods.

Design: The plan, conception, or organisation of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole.

Distortion: Condition of being twisted or bent out of shape. In art, distortion is often used as an expressive technique.

Dominance: The importance or the emphasis of one aspect in relation to all other aspects of a design.

Drawing: A two-dimensional artwork made with a pencil or crayon.

Drawing techniques: Different ways of drawing, such as hatching, stippling, contour, blending, or shading:
    Hatching: drawing repeated parallel lines to create a texture or value.
    Cross hatching: drawing repeated crossing lines to create a texture or value.
    Contour: drawing the outlines of a shape or form.
    Blending: smudging to create a texture or value.
    Shading: creating various graduations of value.

Elements of art: Sensory components used to create works of art: line, colour, shape/form, texture, value, space.

Emphasis: Special stress given to an element to make it stand out. Emphasis is what we notice first in an artwork.

Engraving: The method of cutting or incising a design into a material, usually metal, with a sharp tool.

Expressive art: Ideas that express moods. Art created to show feeling or emotion.

Figurative: Pertaining to representation of form or figure in art.

Foreground: Part of a two-dimensional artwork that appears to be nearer the viewer or in the front. Middle ground and background are the parts of the picture that appear to be farther and farthest away.

Focal point: The place in a work of art on which attention becomes centred because of an element that has been emphasised in a way.

Form: A three-dimensional volume or the illusion of three dimensions (related to shape, which is two-dimensional); the particular characteristics of the visual elements of a work of art (as distinguished from its subject matter or content).

Frottage: Designs and textural effects that are created by placing paper over objects that have raised textured surfaces and rubbing the paper with pencil or crayon.

Function: The purpose and use of a work of art.

Functional art: The art that is made to be used or to serve a purpose.

Gallery: A place for displaying or selling artworks.

Genre: The representation of people, subjects, and scenes from everyday life.

Gesture drawing: The drawing of lines quickly and loosely to show movement in a subject.

Glaze: In ceramics, it is the thin, glossy coating fired onto pottery. In painting, it is a thin layer of transparent paint.

Green ware: Bone-dry, unfired pottery.

Hand-building: Making clay forms by a non-mechanical process, such as pinching, coiling, or slab building.

Harmony: The principle of design that combines elements in a work of art to emphasise the similarities of separate but related parts.

Hue: The name of a colour (e.g., red, blue, yellow, orange).

Illustration: A picture specifically designed for the purpose of communicating commercial ideas, such as images for CD covers or books.

Incise: To remove (subtract) clay by cutting into the surface.

Installation art: The hanging of ordinary objects on museum walls or the combining of found objects to create something completely new. Installation art now includes art as a concept.

Intensity: Also called Chroma or saturation. It refers to the brightness of a colour (colour is full in intensity only when it is pure and unmixed). Colour intensity can be changed by adding black, white, grey, or an opposite colour on the colour wheel.

Landscape: A work of art that shows an outdoor scene.

Leather-hard: The condition of a clay body when much of the moisture has evaporated and shrinkage has just ended, but the clay is not totally dry. Joining slabs, carving, or burnishing is done at this stage.

Line: A point moving in space. Line can vary in width, length, curvature, colour, or direction.

Loom: A frame or machine for weaving fabrics.

Marquette: A small model (as of a sculpture or a building).

Mass: The outside size and bulk of a form, such as a building or a sculpture; the visual weight of an object.

Media: Plural of medium, it refers to materials used to make art; categories of art (e.g., painting, sculpture, film).

Medium: A material used to produce art; for example, paint, clay, fibre. The plural of medium is media.

Middle ground: The area of a two-dimensional work of art between the foreground and background.

Mixed-media: A work of art for which more than one type of art material is used to create the finished piece.

Modelling: A sculptural technique of manipulating a soft material to create a three-dimensional form.

Monochromatic: A colour scheme involving the use of only one hue that can vary in value or intensity.

Mood: The state of mind or feeling communicated in a work of art, frequently through colour.

Mosaic: An art work that is created by pasting a surface with very tiny pieces of other materials.

Motif: A unit repeated over and over in a pattern. The repeated motif often creates a sense of rhythm.

Movement: The principle of design that deals with the creation of action.

Multimedia: Computer programmes that involve users in the design and organisation of text, graphics, video, and sound in one presentation.

Mural: A painting, generally drawn or painted directly onto an interior or exterior wall.

Narrative art: An artwork that tells a story or shares information.

Negative (space): The empty space or shape containing or surrounding an image in a two or three-dimensional artwork. It represents areas not occupied by objects.

Neutral colours: The colours black, white, grey, and variations of brown. They are included in the colour family called earth colours.

Non-objective: Having no recognisable object as an image. Also called nonrepresentational.

Observational: Skills learned while observing first-hand, the object, figure, or place. They are required for achieving good drawings.

Pattern: Anything repeated in a predictable combination. A line, shape, or colour repeated again and again.

Performance art: A type of art in which events are planned and enacted before an audience for aesthetic reasons.

Perspective: A system of representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.

Point of view: The angle from which the viewer sees the objects or scene.

Portfolio: A systematic, organised collection of students' works.

Portrait: A work of art that shows a specific person or group of people.

Positive (space): The actual shape or space that an image occupies in a design or composition.

Primary colours: the colours red, yellow, and blue. From these all other colours are created. They are colours that cannot be made from other colours.

Printmaking: The transferring of an inked image from one surface (from the plate or block) to another (usually paper).

Principles of design: The organization of works of art. They involve the ways in which the elements of art are arranged (balance, contrast, dominance, emphasis, movement, repetition, rhythm, variety, unity).

Proportion: The size or amount of one thing compared to that of another thing.

Realistic art: Artworks that show things the way they really look.

Reflection: Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.

Relief: A type of sculpture in which forms project from a flat background; areas of relief may be concave or convex:
Bas-relief – a low relief.
High relief – a sculptural relief that stands out or protrudes from the background
Additive relief – a type of relief in which elements are added and protrude from a surface.
Subtractive relief – a type of relief in which elements are carved, etched or inscribed into a surface.

Resist: An art process using two or more materials that do not mix, such as, crayon and watercolour or wax and dye.

Rhythm: Intentional, regular repetition of lines of shapes to achieve a specific repetitive effect or pattern.

Rubric: A guide for judgment or scoring; a description of expectations.

Scale: Relative size, proportion used to determine measurements or dimensions within a design or work of art.

Scoring: In pottery/ceramics, scratching the surfaces of both pieces of clay before joining them together; in paperwork, the incising of the surface to enable precise folding.

Screen printing: A printmaking technique in which a screen is used as the printing block or plate.

Sculpture: A three-dimensional work of art either in the round (to be viewed from all sides) or in *bas relief* (low relief in which figures protrude slightly from the background).

Secondary colours: Colours that are a mixture of two primary colours. Red and yellow make orange, yellow and blue make green, and blue and red make violet.

Shade: Colour with black added to it.

Shape: A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.

Silhouette: Outline drawing of a shape filled in with a solid colour.

Sketch: A drawing without much detail, usually completed in a short time.

Slab building: A hand-building method with clay using flat rolled out sheets of clay.

Slip: Liquid or fluid clay used in joining clay pieces and also for surface decoration.

Smudging: Merging colours applied to a surface with a graphite pencil, brush, crayon, coloured pencil or other medium; sometimes called feathering or blending.

Soft sculpture: Sculpture made with fabric and stuffed with soft material.

Solvent: The liquid that controls the thickness or the thinness of paint.

Space: The emptiness or area between, around, above, below, or contained within objects. Shapes and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them.

Still life: Arrangement or work of art showing a collection of inanimate objects.

Structure: The way in which parts are arranged or put together to form a whole.

Style: A set of characteristics of the art of a culture, a period, or school of art. It is the characteristic expression of an individual artist.

Subtractive: Refers to sculpting method produced by removing or taking away from the original material (the opposite of additive).

Symbol: An image that represents something else.

Texture: The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.

Theme: An idea based on a particular subject.

Three-dimensional: Having height, width, and depth. Also referred to as 3-D.

Tint: A colour mixed with white to make it lighter.

Tone: Colour shaded or darkened with grey (black plus white).

Two-dimensional: Having height and width but not depth. Also referred to as 2-D.

Unity: Total visual effect in a composition achieved by the careful blending of the elements of art according to the principles of design.

Value: Lightness or darkness of a hue or neutral colour. A value scale shows the range of values from black to white.

Variety: A principle of art concerned with combining one or more elements of art in different ways to create interest.

Virtual: An image produced by the imagination and not existing in reality.

Visual arts: The study of and creation of symbolic and/or realistic creative expressions using visual imagery to communicate personal, cultural, historical and/or universal thoughts, ideas, feelings and beliefs to satisfy the human need. They include drawing, painting, pottery, calabash arts, leatherworks, bead making, photography, sculpture, weaving, architecture, etc. that can evoke emotional aesthetic and intellectual responses.

Visual literacy: Includes thinking and communication. Visual thinking is the ability to transform thoughts and information into images; visual communication takes place when people are able to construct meaning from a visual image.

Visual metaphor: Images in which characteristics of objects are likened to one another and represented as that other. They are closely related to concepts about symbolism.

Volume: The space within a form (e.g., in architecture, volume refers to the space within a building).

Warm colours: Colours suggesting warmth: red, yellow, and orange. They are colours that remind us of warm things like sun or fire; artists use them to create moods.

Warp: In weaving, lengthwise yarns held in place and crossed by weft (width wise) yarns.

Watercolour: Transparent pigment mixed with water. Paintings done with this medium are known as watercolours.

Weaving: The technique of making a basket, doormat, fabric, etc. by interlacing yarns, fibres or weavers under and over each other by hand or on a loom

Weft: In weaving, the yarns that are carried over and under the warp yarns.

Yarn: Fibres spun into STRANDs for weaving, knitting or embroidery.

Zone of focus: The area in an image that appears with the most clarity.

b) Performing Arts

Elements of Music

Rhythm: Long and short notes combine to make rhythm.

- Duration: how long or short a sound (or silence) lasts.
- Tempo: the speed of the music (Note: Tempo indications are often designated by Italian terms):
  - a) Largo = slow
  - b) Adagio = slow
  - c) Andante = steady walking tempo
  - d) Moderato = moderate
  - e) Allegro = fast
  - f) Presto = very fast

Syncopation is a term relating to rhythm which has "off-the-beat" accents.

Dynamics: Loud sounds, Soft sounds

Pitch: How high or low a sound is.

Tempo: Speed of music – Fast or slow

Form/Structure of music: How a piece of music is organised, e.g. AB (Binary form) a piece of music that two sections, ABA (Tenary Form) is a three sectional music.

Call and response – In most African songs, singers are divided into two. The first group is made up of one person known as the *Cantor, (call),* while the rest of the singers forming the second group is known as the *Chorus (response).* The cantor leads the singing while the chorus sings after the cantor.

Rhythmic patterns: The various rhythms played by individual instruments in drum music (*Adowa, Agbadza, Kpanlogo, Kundum,Bawa*) are all rhythmic patterns.

Texture: How different sounds or instruments are combined in a piece of music, and the nature of sounds produced by each instrument.

Timbre: (*pronounced* **"Tam – ba"**) Tone colour or quality of sound that allows one to distinguish between one instrument and another, e.g. trumpet, piano, etc.

Melody: A combination of different sounds or pitches and rhythm. If you can sing, hum or whistle any song or tune that is melody.

Melodic patterns: Sing a known song and clap out every word you sing and that gives you the melodic patterns.

Melodic Contour: The rise and fall of pitches in a melody.

Harmony: Two, three or four sounds played or sung at the same time.

Flute: Flute is an orchestral instrument

Atɛntɛbɛn: A bamboo flute

Castanet: (known in Akan as *Fri-kyi-wa*) a small metallic musical instrument used for time lines.

Game songs: Songs children sing during play/games, e.g. stone passing game songs.

Echo-Clap/shout: Clapping back a rhythmic pattern immediately after a given pattern.

Scale: An alphabetical succession of sounds ascending and descending from a starting note. E.g.: C D E F G A B (d r m f s l t d). A scale gets its name from where it starts. The white piano keys from C to C form a C major scale. These eighth notes (C, D, E, F, G, A, B, and then C again) represent the C major scale.

Intervals: The distance between any note and the next note whether black or white. Intervals are measured by the number of letter names from the lowest note upwards both note included in the count, e.g. C – G may be measured as C D E F G that is 5 notes in all, therefore the interval is a 5th. C – E is C D E and that is a 3rd because 3 notes or letters are involved.

Triads: A triad is a three-note chord built of two third intervals stacked on top of each other. The three notes are called root, third and fifth from bottom to top. In the chord below, the two third intervals are C to E and E to G.
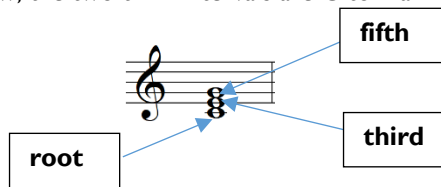
Staff: Staff (plural: staves) uses five parallel lines and four spaces to notate (write down) the pitches of music.

Time Signature: It is a notational convention used in Western musical notation to specify how many beats are contained in each measure, and which note value is equivalent to a beat

Treble Clef: A clef indicates which note names go on which lines (and spaces between the lines) on the staff. Clefs are written at the start of the staff. Treble clef designates the second line from the bottom as G. The lines in treble clef represent the pitches E, G, B, D, and F. The spaces are F, A, C, and E.

Solo: Music or one voice or one instrument.

Duet: Music for two voices of instruments

Trio: Music for three voices or instruments

Patriotic songs: Songs sung to show love for one's country or the passion which inspires one to serve his or her country

Idiophone: Self-sounding instruments, i.e. sound is produced through the vibration of the body of the instrument (e.g. bell, castanet, Axatse, Gankogui).

Aerophones: Instruments played by blowing air through the instrument (e.g. Wia or Atɛntɛbɛn).

Chordophones: Instruments from which sound is made by a vibrating chord or string (e.g. Goji).

Membranophones: Drums made with parchment heads or membrane (animal skin). Sound is produced by striking or scraping the membrane with the hand or an object like stick.

Rest: Rest is a musical symbol similar to notes, but indicate lengths of silences.

TOOLS AND MATERIALS FOR CREATIVE ARTS

1. **Dry Materials for Making Marks**
   - Pencils
   - Pencil crayons
   - Charcoal
   - Conté crayons
   - Chalk
   - Chalk pastels
   - Oil pastels
   - Wax crayons

2. **Wet Materials for Making Marks**
   - ballpoint pens
   - felt pens
   - markers
   - ink
   - India ink
   - Colourants and paints: acrylic, water colour, tempera, poster, dyes, etc.

3. **Tools Used to Apply Wet and Dry Materials**
   - Pens/Brushes
   - Stomps/Tortillons
   - Rollers
   - Airbrush
   - Palette Knife
   - Found objects

4. **Cutting Tools**
   - Scissors
   - Cutter
   - Blade

5. **Craft Tools**
   - Embossment tools
   - EVA Punches
   - Design/Symbol Cutting Machines
   - Hammer and Mallet
   - Perforating and Drilling Tools
   - Carving Tools
   - Craft Punches

6. **Sewing Tools**
   - Embroidery Tools
   - Knitting Tools
   - Scissors
   - Needle

7. **Measuring Tools**
   - Tape Measure
   - Ruler

8. **Modelling Tools**
   - Spatulas
   - Scooping Tools
   - Kidney

9. **Tools and Equipment for Working with Wet and Dry Materials**
   - Easel
   - Drawing board
   - T-square
   - Palette

10. **Materials Used as Surfaces on Which to Make Marks**
    - Papers: Cartridge, Embossed, Art paper, Bond paper, etc.
    - Glass
    - Fabric
    - Leather
    - Plastic
    - Metal
    - Wood
    - Wall
    - Human body

11. **Materials for modelling, Casting and Carving**
    - Clay
    - Plaster
    - Plasticine
    - Metals
    - Wood
    - Glass
    - Fabrics
    - Leather
    - Plastics
    - Sand
    - Papers

11. **Materials for modelling, Casting and Carving**
    - Clay
    - Plaster
    - Plasticine
    - Metals
    - Wood
    - Glass
    - Fabrics
    - Leather
    - Plastics
    - Sand
    - Papers

12. **Adhesives**
    - Polyvinyl acetate (PVA) Glue
    - White Glue
    - Cassava Starch
    - Gum Arabic

13. **Computer and Digital Equipment for Capturing, Creating, Manipulating and Displaying Images**
    - Computers
    - Graphic design software

14. **Assorted Materials**:
    - Odds and ends
    - Fibres
    - Fabrics
    - Foam
    - Styrofoam
    - Bamboo
    - Packages
    - Calendars
    - Magazines
    - Metal and plastic containers
    - Yarn
    - Cords

LIST OF SUGGESTED AFRICAN MUSICAL INSTRUMENTS

1. *Fɔntɔmfrɔm: Bɔmaa* (master drum), *Atumpan, Petia, Apentema, Ntrowa* (encased rattles), *Dawuro* (bell)

2. *Kete: Kwadum* (master drum), *Apentema, Petia, Abrukuwa, Ntrowa* (rattles) *Donno* (hourglass drum), *Dawuro* (bell).

3. *Adowa: Atumpan* (master drum), *Petia, Apentema*, 2 *Donno* (hourglass drum) 2 *Adwuraa* (slit bells)

4. *Kundum: Afrikyiwa* (castanet) 1ˢᵗ and 2ⁿᵈ bells (*Glawule*), bamboo clappers, 1ˢᵗ drum (*Abrema*), 2ⁿᵈ drum (*Apentema*) 3ʳᵈ drum *Edomgbole* (master drum)

5. *Atsiabgekɔ: Atsimevu, Sogo, Boba, Laklevi, Kidi*, double bell and rattle.

6. *Agbadza: Sogo* (master drum) *Gakogui* (double bell), *Axatse* (rattles), *Kagaŋ, Kidi,*

7. *Gahu: Sogo I, Sogo II* or *Atsemevu, Gakogui* (bell), *Kagaŋ, Kidi*

8. *Bɔbɔɔbɔ: Vuga* (master drum) *Asivui*, bugle, *Pati, Vuvi* (small drum) castanets – as time went on conga and tambourine were included on the list of drums, deleting the pati from the ensemble.

9. *Kaptsa: Gogota* (double bell), *Toke* (banana bell), *Oko* (castanet), *Mmaa* (wooden clapers), Faw (enmeshed gourd rattle) *Oplete wayo* (small drum) and *Oplete ŋwa* (big drum).

10. Gome: Bamboo clappers, Pati, rattle and Gome drum

11. *Kpanlogo: Ngongo* (bell), castanet, rattle and other small drums

12. *Sikyi: Sikyi twene (sikyi* drum), *Apentema, Petia, Donno, Ntrowa* (rattle)

13. *Gyile, Kuor/Gangaa* drums, ankle bells, castanet.

14. Shakers, Bell, Drums, Clappers, Bamboo Sticks, *Axatse*, etc.: Rhythmic instruments for accompaniment.

INSTRUMENTAL RESOURCES
Classification of Musical Instruments
Primary *idiophones*: These are held and played as part of the musical ensemble. These include bells, metal rattles, metal castanets, percussion sticks, stamping tubes in the form of stamps of bamboo, *Sansa*, xylophones etc.

Secondary Idiophones: These are attached to the instruments such as buzzers or to the wrist of the performer or to the body of the dancer –as the ankle, the knee, or wrist, depending on the type and source of the movement.
Some local names: *Ntrowa, Frikyiwa, Adawura, Gakogui, Aχatse, Nnawuta, Penpensiwa, Akasae*

Membranophones: These are drums with parchment heads. The sounds come through the membranes stretched over an opening. Materials used include wood, clay, metal or gourd, coconut, etc.
Shapes: These can be hourglass, rectangular, gourd, cylindrical, bottle-shaped, conical etc. Some Local Names: *Atumpan, Petia, Brekete, Gungun, Luŋa (Donno/Dondo), Sogo, Kagan, Kidi, Jembe*, etc

Chordophones: These are stringed instruments. They are either played with the hand or with a bow, and sound is produced on them by setting the strings into vibration. There are many varieties of chordophones, ranging from one-stringed fiddle to 8 or more strings. These include varieties of lutes, harps, zithers, lyres and musical bows.
Eg 1. Zithers: The strings are stretched between two ends of the body. We have stick-raft and trough zithers.

Eg. 2 Lutes: Composed of a body, and a neck which serves both as handle and as a means of stretching the strings beyond the body. The strings are horizontal. We have bowed lutes-i.e. a fiddle and plucked lutes-i.e. *Benta*.

Eg.3 Lyres: This has no neck and the strings are stretched across to the yoke. We have the box lyre and the bowl lyre.

Eg. 4 Harp: the strings are vertical and are attached to the sound board, and they run vertically away from it. In the Congo, we have an 8- stringed harp called *Lulanga*.

Eg. 5 Musical Bows: These can have separate resonators- sometimes the mouth serves as a resonator. We also have mouth bows, gourd bows, harp lute and *seprewa*.

Aerophones: These are wind instruments. They are widespread in Africa, particularly Central Africa and the West Coast. Examples are horns, trumpets and flutes. Woodwind instruments can be played alone or in combination with other instruments. They could be used as background music, for dances or for ceremonies and rites.
Some local names: *Wia, Mmenson, Mmentia, Odurogya, Atɛntɛbɛn*.

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