

## BASIC 7

### WEEKLY LESSON PLAN – WEEK 8

<b>Learning Indicator(s)</b>	B7. 2.3.2		
<b>Performance Indicator</b>	B7. 2.3.2.4 Appreciate and appraise an indigenous and a neo-traditional group within the community based on their style, instruments, song themes, dance movements, etc.		
<b>Week Ending</b>	04-11-2022		
<b>FORM</b>	B.S.7		
<b>Subject</b>	Creative Art & Design		
<b>Reference</b>	Curriculum, Teachers Resource Pack, Learners Resource Pack		
<b>Teaching / Learning Resources</b>	Pictures, Word Chart, Video Player, Flip Chart.		
<b>DAYS</b>	<b>PHASE 1 : STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
<b>MONDAY 31-10-2022</b>	Learners brainstorm to explain the meaning of Neo-Traditional Music.	<ol style="list-style-type: none"> <li>Learners are to be guided to identify indigenous and neo-traditional groups in within their community.</li> <li>Discuss the styles, instruments, song themes and dance movements of indigenous and neo-traditional groups.</li> </ol> <p><b>Neo-Traditional music;</b></p> <p>Neo-traditional music is any contemporary music following in the footsteps of cultural tradition; it is typically acoustic, with simple melodies and spare instrumentation.</p>	<p><b>Core Competencies;</b></p> <ol style="list-style-type: none"> <li>Ability to combine information and ideas from several sources to reach a conclusion</li> <li>Develop and express respect, recognition and appreciation of others' cultures</li> <li>Show a strong sense of belongingness to one's culture</li> </ol>



**Instruments used by Neo-Traditional Groups;**

1. variety of drums including the djembe, talking drum and dundun.
2. Tambin (Flute)
3. slit gongs
4. rattles and double bells
5. different types of harps, and harp-like instruments such as the Kora and the ngoni, as well as fiddles
6. many kinds of xylophone and lamellophone such as the mbira.

**THURSDAY**  
**03-11-2022**

Review Learners knowledge on the previous lesson.

1. Learners brainstorm to identify examples of Indigenous and Neo-Traditional groups in their community.
2. Discuss the Songs and Performances of the Indigenous and Neo-traditional groups.
3. Learners in small groups to compare and contrast the two selected indigenous and neo-traditional types.

**Core Competencies;**

1. Ability to serve group members effectively.
2. Speak clearly and explain ideas.
3. Share a narrative or extended answer

## Indigenous and Neo-Traditional groups;

### 1. The Wulomei



### 2. Kakatsitsi and friends



### 3. Injoly style ( by Samuel Tetteh Addo)



## Examples of Ghanaian neo-traditional performance;

1. konkoma
2. simpa
3. bor- borbor
4. kpanlogo

while speaking to a group.

4. Apply appropriate diction

and structure sentences correctly for narrative, persuasive, imaginative and expository purposes

5. Use digital tools to create novel

things